DOCUMENT RESUME

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ABSTRACT

This compilation presents materials related to Andover's Integrated Reading System (AIRS), which provides quality education for first through eighth grade promoting consistency of curricula throughout the system, competence in teaching skills for mastery, student enjoyment of literature, and significant growth in reading scores. The compilation presents a brief overview of the eight components of the AIRS system: comprehension, word meaning, structural skills/spelling, phonics, individualized reading/literature, word recognition, grammar/word usage, and capitalization/punctuation. The majority of the compilation consists of excerpts of AIRS instructional materials for each of the eight components. The compilation also includes a checklist indicating how the AIRS project fulfills many of the 17 recommendations of "Becoming a Nation of Readers" and another brochure that describes the program and its eight components. (RS)

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ANDOVER'S INTEGRATED READING SYSTEM

COMPONENTS:

Comprehension

Word Meaning

Structural Skills/Spelling

Phonics

Individualized Reading/Literature

Word Recognition

Grammar/Word Usage

Capitalization/Punctuation

AIRS COMPREHENSION

An Overview

The AIRS Comprehension component provides instructional material that promotes mastery of 18 different Comprehension skills. The skill instruction ranges from the 1st to 7th grade readability levels.

The AIRS Comprehension component can be used with other AIRS components or in conjunction with any basal and provides a continuous progress management system for mastering essential comprehension skills. A student is expected to master each skill at an instructional level before proceeding to the next level of instruction.

The reading and thinking skills for the intermediate level reader are expanded to include 18 skills at AIRS Levels VIII, IX, and X. Again, there is a mastery skill booklet for each skill described below at each instructional level.

RECALL OF DETAILS — Recalling specific statements and items in a given selection.

MAIN IDEA — Recognizing use of topic sentences and summary sentences.

IMPLIED MAIN IDEA — Finding the main idea by summarizing details, interpreting details, and drawing a conclusion from details.

TITLES & TOPICS — Recognizing a relevant title or topic in relation to the main idea.

WRITING TITLES — Writing titles and topics for a selection which relate to the main idea.

RECOGNITION OF DETAILS — Recognizing the function of detail to explain, illustrate, or restate the main idea of a paragraph. (Outlining)

RECOGNITION OF IRRELEVANCIES — Recognizing details that are irrelevant to the main idea of a paragraph.

LOCATING THE ANSWER — Skimming to find answers or locating details to answer specific questions.

INFERENCE — Drawing conclusions and predicting outcomes.

CONTEXT CLUES — Recognizing definitions, synonyms, and antonyms, and the use of commas in lists, direct address, and appositives.

FOLLOWING DIRECTIONS — Recognizing details in directions, making illustrations, and using codes.

SEQUENCE — Recognizing sequence in illustrations, sentences, paragraphs, and stories.

MAPS, ETC. — Reading and interpreting maps, graphs, charts, and diagrams.

CAUSE AND EFFECT — Understanding the relationship between causes and effects.

CHARACTER ANALYSIS — Making appropriate inferences about the purpose, motivation, and emotions of the characters.

FACT AND OPINION — Distinguishing between fact and opinion, depending on the specific context.

FIGURATIVE LANGUAGE — Recognizing sensory images, similies, metaphors, colloquialisms, and other common figures of speech.

MOOD — Determining and recognizing the mood of a story.

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An Overview

The Word Meaning component provides instructional materials that promote mastery of ten different vocabulary skills. This vocabulary component can be used in conjunction with any basal or as preparation for the next higher level in the AIRS Comprehension program.

The program is designed to expand the student's vocabulary by teaching words with which children at that level are unfamiliar. The words, taken from the most recently published vocabulary lists, are used in as many different contexts as possible. Learning of the vocabulary words is enhanced by writing the words being learned. The AIRS Word Meaning program also includes two levels of instruction (at Levels VII and VIII) in Dictionary Skills. As with other AIRS components, a student is expected to master each skill at a level before proceeding to the next level of instruction.

The Skills

The primary level student is introduced to the Word Meaning component through one skill at Level III and one skill at Level IV.

COLOR WORDS (Level III) — Recognizing and using eight primary color words.

MATCHING WORDS WITH PICTURES (Level IV)

Beginning in Level V and continuing through Level VIII, the following skills are taught at each level:

SYNONYMS — Recognizing and naming words with similar meanings.

COMPOUND WORDS — Constructing and dividing compound words as well as selecting appropriate compound words.

CATEGORIZING — Categorizing words under appropriate headings, identifying and naming categories.

PRONOUN REFERENTS — Recognizing to what or whom pronouns refer.

MULTIPLE MEANINGS — Choosing the correct meaning of a word from a list of meanings.

HOMONYMS — Choosing or supplying correct homonyms from lists of words that sound alike but have different meanings.

ANTONYMS — Recognizing and supplying words with opposite meaning.

APPROPRIATE MEANINGS/ANALOGIES — Choosing words that fit best in a given context and recognizing relationships between words. (Levels VI, VII, VIII)

In Levels IX and X, the following vocabulary/thinking skills are taught:

ANALOGIES — Determining the relationship between a pair of words and applying that relationship to another pair.

SEMANTICS — Recognizing the meaning of words in high interest categories.

CONTENT VOCABULARY — Understanding the definition and usage of words frequently found in mathematics, science, and social studies programs.

GENERAL VOCABULARY — Determining definition and usage of high frequency words.

Also, included in the Word Meaning component at Levels VII and VIII are Dictionary Skills.

DICTIONARY SKILLS VII — Alphabetizing: by first letter; by second letter; by third letter and beyond.

DICTIONARY SKILLS VIII — Alphabetizing; finding parts of the dictionary; using guide words; timed practices; syllables & accents; using the pronunciation key; homographs; variant spellings; different kinds of main entries, phrases and hyphenated compounds.

STRUCTURAL SKILLS/SPELLING

An Overview

The AIRS Spelling Program is comprised of two components taught concurrently — Structural Skills and Weekly Spelling Lists. AIRS Structural Skills, the spelling generalizations on which our language is based, are taught through a series of mastery skill booklets. The Weekly Spelling Lists are organized into lists designed to review and reinforce the generalizations taught in the structural skills booklets.

Structural Skills skill booklets are available for 2nd-7th grade reading levels. As in the AIRS Comprehension component, a student is expected to master each of the skills at an instructional level before proceeding to the next level of instruction.

The Skills

Eight Structural Skills are taught for mastery in the AIRS Structural Skills Program, Levels VI-X There is a mastery skill booklet for each skill. Each skill teaches and reinforces the following generalizations:

PLURALS — Plural forms that require: s (hats); es (bushes); changing y to i before adding es (bunnies); s to words ending in ey, oy (monkeys, toys); f or fe to v or ve, and adding es or s (leaves, knives); s or es with words ending in o (tomatoes, radios); changing vowel sound (man, men); no change (sheep).

DERIVED WORDS — Rules for adding suffixes to root words with: two consonants; two vowels; one syllable/one vowel/one consonant (1-1-1 Rule); and silent e. Rules for suffixes that begin with a consonant or begin with a vowel.

POSSESSIVES — Apostrophe to show ownership for singular and plural words ending in s and not ending in s.

CONTRACTIONS — Apostrophe used to take the place of missing letters.

ROOT WORDS — Base word to which prefixes and suffixes can be added.

HEARING SYLLABLES — A word has as many syllables as it has vowel sounds.

SYLLABICATION — Dividing words with: open syllables, closed syllables, vowels followed by r, other vowels, digraphs, consonant plus le, ckle, accenting words with 2 or more syllables.

PREFIXES/SUFFIXES — Words with an affix at the beginning, words with an affix at the end, words with two suffixes.

PHONICS

An Overview

The AIRS Phonics program comprises AIRS instructional levels I-VI and is used in conjunction with the Economy Publishing Company's Reading Program preprimers, primer, first, and second reader. The AIRS materials and other resources were developed to make the primary phonics program a fully integrated reading, writing, and spelling program. To the Economy program AIRS adds:

- handwriting lessons
- spelling lessons
- dictation exercises
- sight words
- word meaning practices
- language skills
- auditory discrimination activities
- recommended phonics practice sheets
- criterion-referenced mastery tests

AIRS Comprehensive Lesson Planning Charts provide the teacher an easy-to-use guide for implementing each lesson. The planning chart indicates all of the Economy, AIRS, and other publishers' supplementary materials needed for teaching and reinforcing each lesson.

WORD RECOGNITION

An Overview

The AIRS Instant Word Lists were compiled to complement the AIRS phonics and comprehension instruction. The words contained in this list are high frequency words that should be recognized instantly.

There are 1400 AIRS Instant Words introduced in levels III-VIII. The words enable students to read other published materials at a given level without additional vocabulary study.

Each individual word list within a level is assigned by the AIRS Comprehensive Lesson Plan Chart (described in the Phonics section). Both classroom activities and home study of these words promote mastery of these Instant Words.

For mastery of a Word Recognition level, a student is expected to read the words without hesitation with 90% accuracy.

An Overview

AIRS INDIVIDUALIZED READING/ LITERATURE

The complete AIRS Program has two major goals:

- to teach basic reading and writing skills for mastery
- to foster an enjoyment of literature

The AIRS Individualized Reading (I.R.) Program promotes the reading of self-selected trade books and provides an opportunity for students to apply skills previously learned. The culminating activity for the student is a conference with the teacher about the book awnd accompanying follow-up activities.

Andover's Literature Program has three major goals:

- to expose children to many types of literature appropriate to each grade level. (See Literature Program Outline K-6)

- to provide opportunities for group reading and discussion of literature

- to integrate the study of literature with other areas of the curriculum and to establish guidelines for the introduction and continuing enjoyment of selected types of writing

Literature Program Outline - Grade K-6

K-1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Simple Fairy Tales	Simple Fairy Tales				
	American Folklore		Folklore of Other Countries		
	Fables		Fables		
	Indian Myths			Greek Roman & Norse Myths	
			Biography and Autobiography		
			Non Fiction		
			Fiction	Fiction: Scientific Realistic Historical	
			Fantasy	Fantasy	
				Short Story	
				Drama	
Poetry	Poetry		Poetry	Poetry	

EXCERPT

AIRS READINESS

LEVEL I

1986

ANDOVER PUBLIC SCHOOLS *ANDOVER, MASSACHUSETTS*

AIRS LEVEL I

Readiness Level

AIRS Level I was designed to meet the needs of students who have completed kindergarten but need to develop pre-reading skills before beginning a formal reading program. The AIRS Lesson Plan Charts (see p. 3) correlate the 1986 Economy Company's Readiness book, First Light, with the Early Prevention of School Failure program.*

AIRS Level I lessons should be group taught then reinforced in small groups emphasizing that modality most appropriate for the children. Pencil and paper seat work is not to be done at this level.

The following is an outline of the Level I program:

Lesson 1	Alphabet Letter Recognition (parts A-Z) Letters are presented for auditory and visual discrimination only. Students are not expected to learn letter sounds during lesson 1.
Lessons 2-6	These lessons teach concepts and skills which are necessary for the development of reading proficiency.
Lessons 7-14	Consonant and long and short vowel sounds are taught in these lessons. Teachers should strive to build a firm foundation in these skills, but should also be aware that children will review these same sounds at Level II in a more fully developed manner. Testing for mastery will not occur until Level II. Level I Post Test is to be administered for mastery upon completion of Level I.

*See page 4 for a complete description of the EPSF Program which, like AIRS, is a proven exemplary educational program.

AiRS

Level I First Light

ANDOVER'S INTEGRATED READING SYSTEM

Lesson 1.	Economy Teacher Manual Pages	Economy Student Text Pages	Economy Skill-masters	Phonics Resource Manual	Economy Cards			*Modalities - Teacher's Manual			*Modalities EPSF Manuals	*Instructional Materials
					Picture	Symbol	Vocabulary, Concepts, or Words	Visual (V)	Auditory (A)	Tactile (T)		
Alphabet Letter Recognition Auditory/ Visual Discrimination ONLY A a	4-8	3	-	82,83,84, 85,86	15,34, 156, 182	1,15,27, 2,6,42	Teacher will read stories to class on a daily basis. See Media Specialist for appropriate books, as well as the bibliography in Reading Can Be a Child's Talk Written Down.	TM p.22 V (4) Repeat frequently. Teacher should form letters.	TM p.22 A (1) (3) initial & final. Repeat frequently throughout Lessons 1-26.	TM p.23 K/T (1) Repeat daily TM p.23 Use frequently.		1. Clay - Form letter shapes from clay.
B b	4-9	4	-	1	4,5,9, 141	3,31,45, 4,6, 14						Collection of old magazines
C c	4-9	5	-	1	32,37, 48,167	5,27, 47,6,20 12					*PRKG Visual p.36 #F3 Use this game at frequent intervals throughout Lessons 1-28.	3. Have class trace and cut shapes of their feet. Teacher should mark a set (26) with upper case letters and a set (26) with lower case letters. These "feet" are to be used for Letter Identification games.
D d	4-8,10	6	-	2	58,59, 61,145	7,25,13, 8,44,18					**BRPS Tactile p.36, B2e,f,g	
E e	4-8,10	7		87,98, 99,103	19,117, 214,224	9,51,7, 10,16,22					BRPS Tactile p.37B2h,j	

*Portable Resource Kit Guide
**Building Readiness Through Perceptual Skil

NDN FUNDED

PROJECT EARLY PREVENTION OF SCHOOL FAILURE. This successful program is designed to prevent school failure by identifying the developmental levels and learning styles of children ages four to six years.

AUDIENCE Approved by JDRP as a screening and curriculum program appropriate for children ages 4-6. Inservice program valuable for teachers of kindergarten, first grade, and/or day care children; administrators, special education resource, physical education teachers, Chapter I and diagnosticians.

DESCRIPTION Early Prevention of School Failure has demonstraed that effective screening, diagnostic and classroom techniques can identify, remediate, and ameliorate developmental delays, problems or deviations in gross and fine motor skills, expressive and receptive language, auditory and visual skills that could adversely affect future school performance. Major finding have shown that the project has reached or surpassed expectations in all areas. Gain rates of high-risk students over a three-year period averaged from 1.39 months to 3.12 months growth for each month in the program. Students with moderate learning needs also achieved according to expectations by achieving at the standardized rate for this age level as measured by the Metropolitan Readiness Test. Another important finding showed that the gains made during kindergarten persisted into subsequent years.

The training provides professional assistance to teachers so that they may acquire skills and competencies in matching curriculum to levels of development. The screening process evaluates the whole child through analyzing his/her modality development. A computer program simplifies the conferencing process to provide teachers and parents with a individual student profile. In addition, the computer program groups the children according to need so that the teacher can plan the 20-30 minutes of daily modality instruction appropriately. The EPSF program materials include screening instruments, classroom management guides, classroom activity guides, and parent materials.

Early Prevention of School Failure is being used with children whose first language is English, Spanish, Cambodian, Laotian and Vietnamese. Screening tests and parent materials have been translated into these languages.

REQUIREMENTS Attendance at a two or three day training by a team of at least four professionals (kindergarten and/or first grade teachers, special education teachers/psychologist/speech therapist/Chapter I teachers curriculums and administrators should be included on this team. Implementation of the project components of: 1) screening; 2) conferencing; 3) educational follow-up; 4) parental involvement; and 5) evaluation. A follow-up inservice is strongly recommended.

COSTS Cost of implementing the program includes: 1) Substitute pay for those members of the team to attend the two to three day training. 2) Consultant fee, travel and per diem. 3) Materials (Non-consumable); (a) Screening - approximately $100 per team, (b) Conferencing Option - $70 for the computer interpretation program, (c) Curriculum - $65 per classroom with additional materials optional. 4) Follow-up Inservice Training, (a) Substitutes for staff, (b) Consultant Expenses.

SERVICES Project will supply awareness materials and resource information to any interested person upon request. In addition, yearly newletters are disseminated to all prior adopters to keep them current. State consortium meetings and leadership conferences are available. Many states have certified trainers that can provided inital services at convenient times and locations. Early Prevention of School Failure has linked with other NDN programs to provide for greater depth in content and coverage.

CONTACT Luceille Werner, Project Director; Peotone School District 207-U; 114 N. Second St.; Peotone, IL 60468. (312) 258-3478.

Developmental Funding: USOE ESEA Title III JDRP No. 74-46 (5/14-15/74)

AIRS

PHONICS

Excerpt:

AIRS Phonics Component

Andover's Integrated Reading, Writing, and Spelling Program

1986 Edition

ANDOVER PUBLIC SCHOOLS *ANDOVER, MASSACHUSETTS*

AiRS

ANDOVER'S
INTEGRATED READING SYSTEM

Andover's Integrated Reading System (AIRS) was developed to provide quality education by promoting: consistency of curricula throughout the system; competence in teaching skills; enjoyment of literature by students; and significant growth in reading scores.

AIRS basic skills are defined by a comprehensive set of behavioral objectives to which all instructional activities, materials, and tests are keyed. Reading instruction is teacher-directed in grades 1 and 2, where lesson plans are correlated to the 1986 Economy Reading Series which builds a strong phonetic base.

To the Economy lessons AIRS adds:

- HANDWRITING
- AUDITORY DISCRIMINATION PRACTICE (Pocket Vowels)
- DICTATIONS
- SPELLING
- WORD RECOGNITION (Sight Words)
- WORD MEANING (Vocabulary Developoment)
- COMPREHENSION
- WRITING SKILLS
- LITERATURE
- STRUCTURAL SKILLS
- CRITERION REFERENCED TESTS FOR MASTERY
- MODERN CURRICULUM PRESS WORKSHEETS (optional)

The above are coordinated on the Comprehensive Lesson Plan Charts, which serve as the teacher's daily lesson plans.

AiRS

1986
ANDOVER'S INTEGRATED READING, WRITING, & SPELLING PROGRAM

AIRS LEVEL	ECONOMY BASAL	AIRS Materials Needed	Materials from Other Publishers/Sources
I	First Light (Readiness)	AIRS Level I Chart AIRS Level I Test	Early Prevention of School Failure Teacher Manuals Peotone, IL 60468
II	Rainbow Morning (1st Preprimer)	AIRS I.R.W.S. I-III Manual and Chart - Handwriting - Pocket Vowels AIRS Phonics Resource Manual AIRS Level II Test	Modern Curriculum Press A*
III	Early Tide (2nd Preprimer) Sea Castles (3rd Preprimer)	AIRS I.R.W.S. I-III Manual and Chart - Handwriting - Pocket Vowels - Part II-Dictation AIRS Level III Test AIRS Word Meaning Color Words AIRS Word Recognition Level III	Modern Curriculum Press A,B*
III-IV Transition		AIRS Phonics Resource Manual AIRS Word Recognition Level III (continued) AIRS Level III Test AIRS I.R.W.S. Manual & Chart - Handwriting - Dictation - Spelling	Modern Curriculum Press A,B* (Teacher Resource)
IV - Part 1	Quiet Treasure (Primer)	AIRS I.R.W.S. IV, Part 1 Manual & Chart - Handwriting - Dictation - Spelling AIRS Level IV, Part 1 Test AIRS Phonics Resource Manual AIRS Word Meaning -Matching Words Alphabetizing AIRS Word Recognition Level IV AIRS Comprehension Level IV, 401 & 402	Modern Curriculum Press A,B* Barnell Loft A
IV - Part 2	Sunshine Day (1st reader)	AIRS I.R.W.S. IV, Part 2 Manual & Chart - Handwriting - Spelling - Dictation AIRS Level IV, Part 2 Test AIRS Comprehension Level IV, 403 & 404	Modern Curriculum Press B,C*
V	Crystal Forest (2nd reader)	AIRS I.R.W.S. V Manual and Chart - AIRS Language Skills Level V, Units I-III - Spelling Lessons 1-15 AIRS Level V Test, Phonetic Skills AIRS Comprehension Level V, 501-505 AIRS Word Meaning, Level V AIRS Word Recognition, Level V AIRS Writing Skills AIRS Speaking & Listening	Barnell Loft B Barnell Loft C
VI	Individualized Reading	AIRS Phonetic Skills Lessons AIRS IRWS VI Manual & Chart - Language Skills Level VI, Units III-VI - Spelling Lessons 16-34 AIRS Cursive Handwriting Practice Sheets AIRS Level VI Test, Phonetic Skills AIRS Structural Skills, Level VI AIRS Syllabication Worksheets AIRS Comprehension, Level V-VI, 506 - 606 AIRS Word Meaning, Level VI AIRS Word Recognition, Level VI AIRS Writing Skills AIRS Speaking & Listening	Barnell Loft B Barnell Loft C

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AIRS Comprehensive Lesson Plan Chart Level V (reduced in size) 12

Level V Andover's Integrated Reading, Writing, and Spelling Manual. 13

*Spelling Skills, Level V-VI 14

*Language Skills Level V-VI 15

AIRS Grade 2 Language Arts Continuum 16

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*Contained within the Level V and Level VI Integrated Reading, Writing, and Spelling Manuals.

AiRS Level II

ANDOVER'S INTEGRATED READING SYSTEM

RAINBOW MORNING 1986 Economy Edition **Comprehensive Lesson Plan Chart**

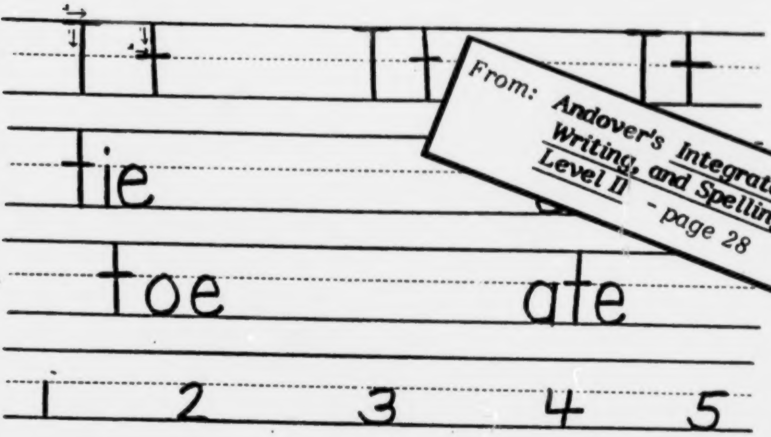
Lesson	Economy Teacher Manual Pages	Economy Student Text Pages	Economy Activity Book Pages	Economy Black-line Masters	Economy Skill-masters	Economy Text-masters	Economy Cards			Economy Vocab-ulary Words	Andover's Integrated Reading/Writing/Spelling/Guide Level II			AIRS Phonics Resource Manual	Andover's Listening/Speaking Curriculum	MCP* Pages (Optional)
							Picture	Symbol	Word		Handwriting	Auditory Practice			Modalities	
1 /o/	6-11		3	1	1		19, 46, 87 164, 184	29, 30, 85			p. 22			92-95		185,186
2 /ā/	12-15		4	2	2		31, 34, 91, 155, 156	1, 2, 85, 29, 30			p. 23	p. 23		82-86		151, 152
3 /ē/	16-19		5	3	3		117, 129, 145, 148, 172	9, 10, 85, 1, 2, 29, 30			p. 24	p. 24	P.O.C.K.E.T. N.O.V.E.L Additional words for Auditory Discrimination	87	Please see EPSF Manuals for suggested activities as noted on Level I Chart.	197,198
4 /ī/	20-23		6	4	4		111, 130, 151, 153, 180	17, 18, 85, 1, 2, 9, 10, 29, 30			p. 25	p. 25		88-91		163, 164
5 /ū/ /o͞o/	24-27		7	5	5		52, 82, 83, 137	41, 42, 85, 17, 18			p. 26	p. 26		95		173, 174 177,179
6 Review	28-31		8	6	6		7, 30, 99, 162, 164, 224	1, 2, 9, 10, 29, 30, 85			p. 27	p. 27		96-99		99, 208
7 /t/ /m/ Begin Decoding Words	32-37		9, 10	7, 8	7, 8		83, 101, 113,137, 209,19, 129,130, 137,209, 210	17,18,41, 42,85,25, 26,39,40			p. 28	p. 28		5, 23, 8, 25 101-102	Andover's Listening/Speaking Curriculum K-1 P. 8 - Rhymes and Final Sounds. Who am I? How Do You Do?	45, 46, 53, 54,
8 /b/ /a/	38-47	4-5	11,12	9,10	9,10	1,2	4,10,12, 19,54,172, 184,57, 138	1,2,9,10, 17,18,29, 30,41,42, 40,85,3, 4,37,38, 25,26,39	1,56, 225, 393	I a	p. 29	p. 29		1, 20, 8, 25		43, 44, 47, 48, 49, 50
9 /ă/	48-51		13	11	11		3, 37, 66, 126, 127	1,2,86,3, 4,25,26, 37,38,39, 40			p. 30	p. 30		65, 68		103, 104, 155 157
10 /d/ /f/	52-55		14	12	12		9,59,60, 66,72,78, 117	7,8,11, 12,1,2			p. 31	p. 31		2, 20,21		71, 72, 63, 64

*The assigned Modern Curriculum Press, 82 Edition, Book A, pages may reinforce the skill(s) taught in the Economy Plan or they may be general review pages. Most pages in the books are assigned except for a few that were considered inappropriate.

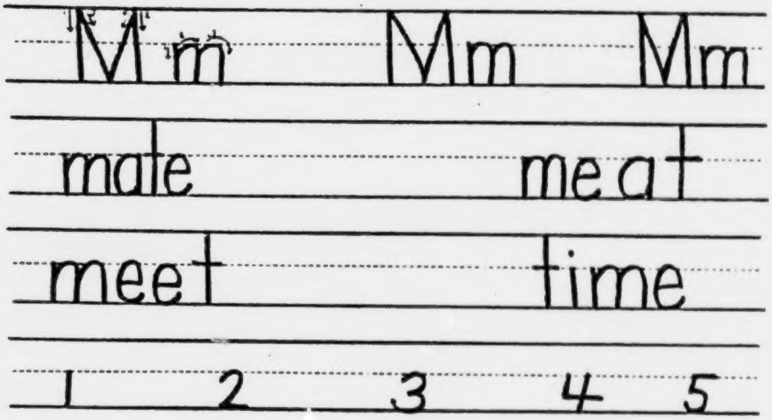
RAINBOW MORNING

Level II

LESSON 7


Tt Tt Tt
tie
toe ate
1 2 3 4 5

From: Andover's Integrated Reading, Writing, and Spelling Manual, Level II - page 28


Mm Mm Mm
mate meat
meet time
1 2 3 4 5

Auditory Practice - (Pocket Vowels)

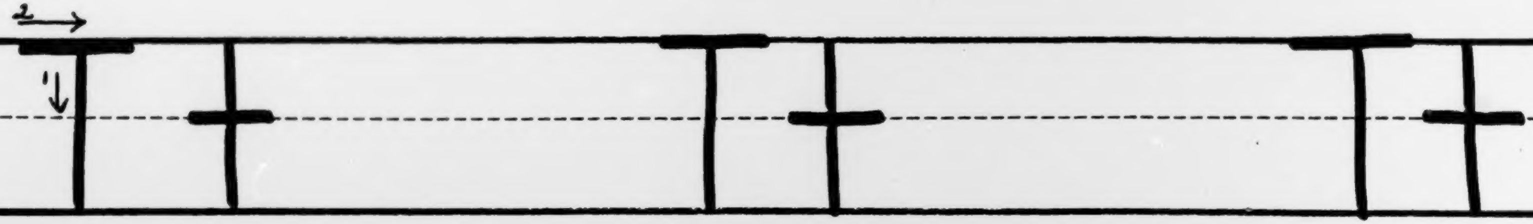
Directions: Children place vowel cards that correspond to vowel sound in word spoken by teacher in red pocket - then quietly hold it in front of their chests for teacher to see.

1. me
2. toe
3. tie
4. eat
5. tea
6. fruit
7. team
8. ate
9. price
10. toad

INITIAL CONSONANTS (Continued)

From: Phonics Resource Manual, -
page 5

l --	lag	lad	lap	let	lit
	lop	lot	led	lid	lip
	log				
	lamb	lapse	[illegible]		
	look		lard		
	land	link	lump	lend	lamp
	limp	last	lank		
	lack	lick	lock	luck	
m --	mad	man	map	mat	met
	mop	mum	men	mob	mud
	mug		mitt	miss	mill
	mince				
	mark	mart	marsh		
	milk	must	mint	mask	
	mast	melt			
	much	mock			
	mother	magic	mitten	mangle	



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Sample: Level II-III
Handwriting & Alphabet Worksheet
Packet, includes:
- Model Alphabet - 2-sided
- 30 2-sided worksheets
- Alphabetical order worksheets

AiRS Level IV - Part I
QUIET TREASURES

Economy 1986 Edition

ANDOVER'S INTEGRATED READING SYSTEM

Comprehensive Lesson Plan Chart

Rev. 10/85

Page 1

Lesson	Economy Teacher Manual Pages	Economy Student Text Pages	Economy Activity Book Pages	Economy Blackline Masters	Economy Skillmasters	Economy Textmasters (vocabulary/ comprehension)	Economy Cards Picture	Economy Cards Symbol	Economy Cards Word	Economy Vocabulary Words	AIRS MANUAL Handwriting	Lesson Dictation Spelling Dictation	Word Recognition	Comprehension Level IV
1 Review	6-17	9-14	3, 4, 5		1, 2	1, 2	38, 39, 21, 187	59, 68	131, 446, 155, 183, 273, 61, 420, 423, 519	where	p. 8	p. 8	Group 1 Words 1-10	C-IV-401 Recall of Details Lesson Follow-Up
2 Review	18-28	15-20	6, 7, 8, 9, 10		3	3, 4			38, 90, 240, 365, 489	puppy under	p. 9	p.9	Group 1 Words 11-20	
3 Review	29-41	21-28	11, 12, 13		4, 5, 6	5, 6	135, 24, 44	67, 72	312, 476, 14, 323, 331, 353, 418	some animals one	p. 10	p. 10	Group 2 Words 1-10	C-IV-401 Recall of Details Practices A1-A5
4 Review	42-53	29-35	14, 15, 16, 17, 18, 19		7	7, 8	2, 4, 26, 42, 44, 148, 156, 179, 229, 172		32, 138, 445, 85, 389, 391, 392, 494	saw	p. 11	p. 11	Group 2 Words 11-20	
Evaluation and Prescription	54-60			1A, 1B	8, 9, 10, 11, 12, 13, 14, 15	9							Group 3 Words 1-10	C-IV-401 Recall of Details Practices A6-A-10
5 Syllables	64-75	37-42	20, 21, 22, 23		16, 17	10, 11	21, 22, 53, 54		49, 135, 423, 12, 23, 83, 313, 486	noises two angry	p. 12	p. 12	Group 3 Words 11-20	
6 wh-/hw/ /w/	76-87	43-48	24, 25, 26, 27, 28, 29		18	12, 13	223, 224, 180	77	184, 193, 259, 301, 411	touch	p. 13	p. 13	Group 4 Words 1-10	Barnell Loft Getting the Facts A** Units 1-5
7 Review	88-99	49-54	30, 31, 32, 33, 34			14, 15			288, 415, 10, 136, 172, 213, 462, 523, 533, 536	women wishes	p. 14	p. 14	Group 4 Words 11-20	

** 1976 Editions of Barnell Loft or later

QUIET TREASURES

LESSON 6

Level IV
Part I

Handwriting

when
which
won't
why
what
went
where
white
wild

Why can't I touch i

From: Andover's Integrated Reading, Writing, and Spelling Manual, Level IV, Part I - page 13

Lesson Dictation

Put ild and ind on the board. Review these elements. Ask the children to write the following words from dictation. Do not expect students to spell these words without being able to use the visual clues written on the board.

1. wild
2. kind
3. child
4. find
5. mild

Spelling Dictation

Write the following words.

1. wish
2. fix
3. sash
4. flush
5. mix

AiRS Grade 1

Andover Public Schools
Andover, Massachusetts

AIRS Language Arts Continuum

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AIRS Level
Equivalents I-IV

	Phonetic Skills	Handwriting	Phonetic Spelling	Word Recognition	Oral and Silent Reading	Word Meaning	Comprehension	Writing Skills	Literature	Speaking and Listening (Gold Manual)
	Source and AIRS Level									
	Economy Co. Basal Books	The AIRS Integrated Reading, Writing, and Spelling Manual (Green Manual)		AIRS Sight Word Lists	Other Published Basal Books	AIRS Yellow Teacher's Manual & Student Packets	AIRS Blue Booklets	K-12 Continuum	Sets of Literature Books	
II	I, II, III, IV	II-IV	II-IV	III, IV	III, IV	III, IV	IV			
	19 Initial and 16 Final Consonants Long Vowels Word Patterns CVCe* (tale) CVVC (tail) All Short Vowels Long Vowels e, o, y, as in CV (he, no, my) ay (say)	All consonants 5 vowels Numerals 1-20 Long and Short vowel words	Pocket Vowels (auditory)	–	–	–	–	–	–	See K-12 Speaking and Listening Continuum
III	Includes all Level I-II Skills g (gem) c (cent) ng (rang) nk (bank) ck (stick) ch (chair, each) Other Vowel Sounds o͞o (boot) o͝o (foot) old (told) all (all) olt (colt) alt (halt) ild (wild) ind (kind) oi (oil) oy (toy)	All consonants Words Sentences	Lesson Dictation -Consonants, blends, digraphs, CVC, CVVC-foot -Consonants, blends, vowels, digraphs	231 Preprimer Vocabulary Words	At least one additional set of preprimers	Eight Color words Writing the alphabet in sequence	–	–	–	
III -IV	Transition All Blends and Digraphs Initial and Final	–	Spelling Blends and Digraphs	Review III	–		–	–	–	
IV Part I	All Initial and Final Blends and Digraphs -Other Vowel Sounds -ou,ow,ōw (out,cow,low) -wa (walk) -ar,er,ir,or,ur,wor (arm,her,bird,or turn,word)	Long, short, and other vowel words One and two syllable words Sentences	Lesson Dictations -Words w/other vowels;blends digraphs; syllables -Other vowels -Contractions	249 Primer Vocabulary Words	At least one additional primer	Matching Words With Pictures Alphabetizing by first letter	Recall of Details Main Idea	Write a simple sentence	Simple Fairy Tales	
IV Part II	Other Vowel Sounds y, ey (funny, hockey) air,are (hair, share) ear as/âr/,/ĭr/ or ûr (wear, year, learn) au (fault) aw (saw) igh (high) o/ŭ/ô/ (some, mother)	Words and Sentences	Lesson Dict. -Wds. w/other vowel sounds -Visual clues -Spelling -Short Vowels w/blends & digraphs	Review IV			Context Clues Following Directions	Use Cap. & Punc. in writing statements & questions		

*Consonant vowel consonant "e"

NOTE: All skills are taught in teacher directed group lessons.

AIRS - Andover's Integrated Reading System - is a locally developed language arts program cited in 1975 as one of 12 exemplary programs in the United States by the Department of Health, Education, and Welfare. Sugsequently, it received federal funding for development of the AIRS Developer/Demonstrator Project, a part of the National Diffusion Network established to assist schools with local adoption of outstanding programs. AIRS was recertified in 1985 by the Department of Education. It is currently being used in public and independent schools throughout the nation.

ANDOVER'S INTEGRATED READING SYSTEM

Level V CRYSTAL FOREST (Economy 1986 Edition) Comprehensive Lesson Plan Chart

Lesson	Economy Teacher Manual	Economy Student Text	Economy Activity Book	Econmy Blackline Masters	Economy Skillmasters	Economy Textmasters (Vocabulary/ Comprehension	Economy Cards Word/Symbol	Economy Vocabulary Words	Andover's Integrated Reading, Writing, and Spelling Manual				Word Meaning Level V	Word Recognition Level V	Comprehension Level V
									Handwriting	Dictation	Spelling V - VI	Language Skills			
7 Compound Words ew /o͞o/	102-116	61-68	38, 39, 40, 41, 42, 43, 44		26, 27, 28, 29	14, 15	55, 121, 182, 206, 304, 367, 369, 392, 397, 413	twice Jenny tennis racket enjoy	Lesson 7 13	Lesson 7 13	Complete Lessons 1-15 from Andover's Integrated Reading, Writing and Spelling Program Levels V-VI	Continue Grade 2 Language Skills Units I - III	Post Test V-4 Pronoun Referents	Review Groups 1-3	V-502 Main Idea Lesson
8 kn /n/ gn /n/	117-131	69-80	44, 45, 46, 47, 48, 49 50		30, 31, 32	16, 17	56, 62, 73, 81, 137, 139, 216, 282	carve Daniel Pettigrew	Lesson 8 14	Lesson 8 14			V-6 Homonyms Practice Sheets A7-A9	Group 4 Words 1-10	V-502 Follow-Up
9 Contractions	132-146	81-92	51, 52, 53, 54, 55, 56, 57		33, 34, 35	18, 19	57, 166, 179, 222, 337, 451	carvings laughing	Lesson 9 15	Lesson 9 15			V-2 Compound Words Lesson Follow-Up	Group 4 Words 11-20	V-502 Practice Sheets A1-A5
10 wr Syllables (double consonant)	147-162	93-103	58, 59, 60, 61, 62		36, 37, 38, 39	20, 21	5, 37,76, 138, 209, 210,334, 356, 440, 446	writing Winnie Agents secret John favorite	Lesson 10 16	Lesson 10 16			V-2 Compound Words Practice Sheets A1-A3	Group 5 Words 1-10	V-502 Loft B* Getting the Main Idea Units 1-5
Evaluation and Prescription	163-169	104-105		2A, 2B	40, 41, 42, 43, 44, 45, 46, 47	22, 23							V-2 Compound Words Practice Sheets A4-A6	Group 5 Words 11-20	V-502 Loft B* Units 6-10 (Assign Units 11-20 if needed)
11 Review	174-188	106-114	63, 64, 65, 66, 67, 68		48, 49, 50	24, 25	6, 39, 114, 126, 204, 221, 340, 344, 394, 439	shiny ever Ah Kim elephant laughed	Lesson 11 17	Lesson 11 17			V-2 Compound Words Practice Sheets A7-A10	Group 6 Words 1-10	V-502 Main Idea Post Test
12 Suffix ly	189-207	115-128	69, 70, 71, 72, 73, 74, 75		51, 52, 53, 54	26, 27	2, 124, 134, 229, 236, 270, 286, 303, 378, 404	Evan Adam quiet lonely together picture	Lesson 12 18	Lesson 12 18			V-2 Post Test Compound Words	Group 6 Words 11-20	V-503 Inference Lesson 1 Follow-Up A

CRYSTAL FOREST

LESSON 10

Level V

From: **Andover's Reading, Writing, and Spelling Manual, Level V - page 16**

Handwriting

- write
- secret
- Winnie
- writing
- agents
- John

John is a secret agent.

Lesson Dictation

Put all, alt, and alk on the board. Review these elements. Ask the children to write the following words from dictation. Do not expect students to spell these words without being able to use the visual clues on the board.

1. chalk
2. small
3. salt
4. walk
5. tall
6. wall
7. halt
8. talk
9. fall
10. call

LESSON 7: a-e

1. came
2. name
3. same
4. ate
5. late
6. state
7. make
8. take
9. cake
10. bake
11. made (made the bed)
12. grade
13. makes
14. names
15. gave
16. case
17. skate
18. game
19. named

From: Andover's Spelling Program, Levels V-VI - page 54

SENTENCES FOR DICTATION

1. I came too late to take your names.
2. They ate the same cake you gave to Dot.
3. What is the name of your state?
4. Two can play the game named tag.
5. Mother makes it fun to bake a cake.

LESSON 8: ee, e-e

1. see (see the bird)
2. tree
3. three
4. feel
5. green
6. week (days of the week)
7. bee (a bee sting)
8. sleep
9. seem
10. keep
11. need
12. feed
13. meet (meet me at noon)
14. feet
15. street
16. here (sit down here)
17. these
18. seen
19. seeds

SENTENCES FOR DICTATION

1. Did you see the green tree on that street?
2. Tom did not seem glad to meet those dogs.
3. Take these three chairs and keep them one week.
4. Feed the dog and then let him sleep.

UNIT II - Sentence Writing (continued)

Use the following lessons to review the spacing of words in a sentence, and the capitals, periods, question marks, commas, and apostrophes. Children are asked to copy the sentence from the board and change the statements to questions, and the questions to statements.

From: Andover's Language Skills, Levels V-VI - page 71

1.

1. Tom can run fast.
2. Can he see me?
3. This is your ball.
4. You can put it down here.
5. Is this for us?

2.

1. Tom is a big boy.
2. Jane has a doll.
3. Does Jane like school?
4. You can see Father now.
5. Is Mother here?

3.

1. Jack can run fast.
2. Is this my ball?
3. Can I help you?
4. You can see the two dogs.
5. Can I come, too?

4.

1. Are you his friend?
2. School is fun.
3. A bird can fly.
4. Is Tom here?
5. You can see Jack now.

Andover Public Schools
Andover, Massachusetts

AiRS

GRADE 2

AIRS Language Arts Continuum

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(AIRS Level Equivalents V-VI)

	Phonetic Skills	Phonetic Spelling	Hand-writing	Spelling	Language Skills	Word Recog.	Oral and Silent Rdg.	Literature/ IR	Compre-hension	Word Meaning	Struct. Skills	Writing Skills	Speaking and Listening Skills
		Source & Airs Level											
	Economy Co. Basal Books	Airs Integrated Reading Writing & Spelling Manual				Airs Sight Word Lists	Basal Book	Sets Lit. *Books	Airs Blue Booklets	Airs Yellow Booklets	Airs Pink Booklets		Airs Booklet
V	ew/oo (new) kn (knot) wr (write) ea (peach) ea (bear) ea (bread) ie/e/(chief)	Lesson Dictation short vowel long vowel other vowel sounds with blends and digraphs	Economy vocab. words and sentences	Lessons 1 - 15 Sight and pattern words	Unit I Alphabetical Order Unit II Sentence Writing Unit III Writing Ordinals Day of the week Month of the year Abbreviations	232 Vocabulary Words	Economy 2¹ Crystal Forest	Lit. Program Simple Fairy Tales Amer. Folklore Fables Indian Myths Indiv. Rdg. Child chooses a book and completes activities which reinforce skills and foster an enjoyment of reading.	Level V Recall of Details Main Idea Inference Context Clues Following Directions	Level V Synonyms Compound Words Categorizing Pronoun Ref. Multiple Mngs. Homonyms Antonyms		See K - 12 Writing Skills Continuum	See K - 12 Speaking and Listening Skills
VI	Refer to Airs Phonetic Skills Lessons Manual.	Dictation Nonsense words Short, long and other vowel sounds with blends & digraphs.	Introduction to cursive writing - lower case letters	Lessons 16 - 34 Sight and Pattern Words	Unit IV Capitalization and Punctuation Unit V Letter Writing Level VI The Writing Process	308 Vocabulary Words	Additional basals		Level V Sequence Level VI Recall of Details Main Idea Inference Context Clues Following Directions Sequence	Level VI Synonyms Compound Words Categorizing PronounReferent Multiple Mngs. Antonyms Appropriate Meanings/ Analogies	Level VI Plurals Derived Words Possessives Contractions Root Words Hearing Syllables Syllables Prefixes and Suffixes		

Note: All skills are taught in teacher directed group lessons.

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BEST COPY AVAILABLE

Materials Price List

FOR CURRENT PRICES ON THESE MATERIALS, PLEASE REFER TO THE OUTLINED SECTIONS ON THE FOLLOWING PAGES.

For more information contact . . . . . .

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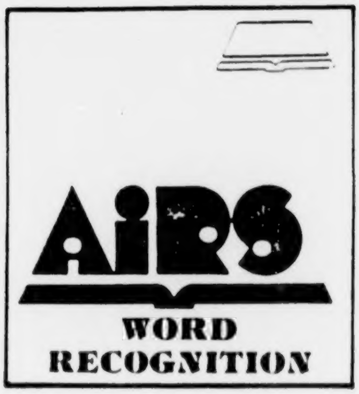
AIRS
WORD
RECOGNITION

Excerpt:

AIRS Word Recognition Component

ANDOVER PUBLIC SCHOOLS *ANDOVER, MASSACHUSETTS*

AIRS PROJECT FORM #12

AIRS

WORD RECOGNITION

An Overview

The purpose of the AIRS Word Recognition component is to teach children to recognize at sight the commonly used words at each reading level from pre-primer through grade 4. The words contained on these lists are high frequency words and words from the commonly used basals at that level. When the words are mastered, the student achieves increased fluency in reading. The Word Recognition lists are introduced at Level III to first grade students. The early lists are made up of many structural and transitional words such as *the*, *and*, and *of* which readers encounter in virtually every sentence they read.

In all, there are 1400 words in the AIRS Word Recognition component. These words have been compiled from the most commonly used word lists (Harris, Dolch, Fry, Carroll) and are organized by frequency of use and difficulty. The lists are termed Instant Word Lists because the student is expected to master the words so that they are instantly recognizable. The instant recognition of these high frequency words along with the decoding skills taught in phonics gives the student reading power. Once a level has been mastered, the student is able to read any basal or trade book written at that level. Each word list averages 20 words. The number of words contained in each level varies. The following shows a breakdown by level of the 1400 words.

AIRS LEVEL	NUMBER OF AIRS WORDS
III	231
IV	249
V	232
VI	308
VII	316
VIII	64

WORD RECOGNITION LEVEL IV
PRACTICE

out	first	tell
of	find	hand
how	after	better
was	where	each
when	night	such
about	[illegible]	right
all	[illegible]	next
or	[illegible]	[illegible]
there	[illegible]	while
her	[illegible]	over
new	friend	own
work	white	high
know	bring	call
long	morning	small
much	away	goes
which	four	shall
again	pretty	thing
old	year	far
asked	found	ask
boy	color	show

STUDENT PRACTICE LIST

This excerpt from the Level IV (1st grade) Practice List shows the format in which the words are presented. The student is presented with 10 to 20 words at a time. This list is used for classroom and independent study.

The words at each level are presented in a similar manner.

Andover's Integrated Reading System
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Andover, Massachusetts

AIRS

ANDOVER INDIVIDUALIZED READING SYSTEM
Word Recognition Scoring Sheet
AIRS Instant Words

Level IV

Directions: Use the following codes in response column

Pupil ______________________

Date(s) ______________________

Teacher(s) ______________________

Response	Test Word	Code	
Correct	the	(leave space blank)	Mastery 90% 224/249
Mispronunciation	boat	M-bo-at (write word said)	Total Correct ____
Substitution	like	S-lick (write word said)	____%
Refusal (after 5 sec)	minute	R	

SCORING SHEET

The teacher uses the Response Lists for periodic mastery check. As the student reads the words the teacher marks the incorrect responses. In this way patterns of errors, if any, can be detected.

The words on this Response List appear in the same order as the words on the Test List found in the Teacher's Kit.

Group 1	Response	Group 2	Response	Group 3	Response
1. of	____	1. after	____	right	____
2. about	____	2. saw		ll	____
3. her	____	[illegible]		t	____
4. when	____	[illegible]		[illegible]	____
5. all	____	[illegible]		[illegible]	____
6. out	____	[illegible]		[illegible]	____
7. there	____	[illegible]		while	____
8. was	____	[illegible]	____	8. each	____
9. or	____	k	____	9. over	____
10. how	____	10. where	____	10. such	____
11. asked	____	11. morning	____	11. shall	____
12. know	____	12. four	____	12. own	____
13. which	____	13. color	____	13. thing	____
14. much	____	14. away	____	14. high	____
15. new	____	15. friend	____	15. far	____
16. boy	____	16. pretty	____	16. call	____
17. work	____	17. year	____	17. ask	____
18. long	____	18. white	____	18. small	____
19. old	____	19. found	____	19. show	____
20. again	____	20. bring	____	20. goes	____
No. Correct	____		____		____

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The Materials

There are three types of materials available for teaching and testing the AIRS Words for mastery - Student Practice Lists, Student Response Lists, and a Teacher Kit.

STUDENT PRACTICE LISTS

These are consumable packets that are used for classroom and independent study. The words are divided into a series of lists, each containing 20 words. Students often use these lists for homework.

STUDENT RESPONSE LISTS

The Response Lists are used by the teacher to record student responses as they are checked for mastery.

TEACHER KIT

The Teacher Kit contains one copy of the Student Practice List, the Student Response List, and a laminated Test List of the Instant Words for that level. The words in the Test List are in a different order from those on the Practice Lists (the Test List and Response List are, of course, in identical order).

Materials Price List

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For more information contact . . . . . .

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AiRS

COMPREHENSION

Excerpt:

AIRS Comprehension Component

ANDOVER PUBLIC SCHOOLS *ANDOVER, MASSACHUSETTS*

AIRS PROJECT FORM #13

Andover's Individualized Reading System

In 1972, students in the elementary schools of Andover, Massachusetts, were introduced to a new reading program that had been developed by the elementary school Reading Specialists in Andover. That program, Andover's Individualized Reading System (AIRS), was designed for a full range of students reading at the 1st - 7th grade reading levels. Today, AIRS -- a complete reading and language arts program -- is still used by all of Andover's elementary students, but its scope is no longer confined only to Andover. Thousands of students throughout the nation are now benefiting from the AIRS program.

AIRS was developed to provide quality education by promoting:

- consistency and conciseness in the language arts curriculum
- competency in teaching skills for mastery
- enjoyment of literature by students
- significant growth in reading scores

The AIRS components that are being disseminated are:

Comprehension
Word Meaning
Structural Skills/Spelling
Capitalization/Punctuation
Grammar/Word Usage
Phonetic Analysis
Word Recognition
Individualized Reading/Literature

This pamphlet is designed to acquaint you with the AIRS Comprehension component by including the following:

- An Overview of AIRS Comprehension
- A Description of the AIRS Comprehension Skills
- Steps to Mastery
- Excerpts from AIRS skill Implied Main Idea VIII
- AIRS Management and Record Keeping
- AIRS Impact

An Overview

The AIRS Comprehension component provides instructional material that promotes mastery in 18 different comprehension skills. The skill instruction ranges from the 1st to 7th grade readability levels.

The AIRS Comprehension component can be used with other AIRS components or in conjunction with any basal and provides a continuous progress management system for mastering essential comprehension skills. A student is expected to master each skill at an instructional level before proceeding to the next level of instruction.

The Skills

The primary aged student is introduced to the Comprehension component at AIRS Levels IV, V, VI, and VII. At these levels the student masters six basic reading and thinking skills.

RECALL OF DETAILS — Recognizing details which illustrate the main idea and recalling who, when, why, and where.

MAIN IDEA — Locating topic sentences and recognizing a stated and implied main idea.

INFERENCE — Drawing conclusions, predicting outcomes, and recognizing causes & effects.

CONTEXT CLUES — Using context to understand unfamiliar words.

FOLLOWING DIRECTIONS — Using pictorial & written directions; using simple maps.

SEQUENCE — Recognizing the logical sequence of ideas, illustrations, sentences, paragraphs, and stories.

The reading and thinking skills for the intermediate level reader are expanded to include 18 skills at AIRS Levels VIII, IX, and X.

RECALL OF DETAILS — Recalling specific statements and items in a given selection.

MAIN IDEA — Recognizing use of topic sentences and summary sentences.

IMPLIED MAIN IDEA — Finding the main idea by summarizing details, interpreting details, and drawing a conclusion from details.

TITLES & TOPICS — Recognizing a relevant title or topic in relation to the main idea.

WRITING TITLES — Writing titles and topics for a selection which relate to the main idea.

RECOGNITION OF DETAILS — Recognizing the function of detail to explain, illustrate, or restate the main idea of a paragraph. (Outlining)

RECOGNITION OF IRRELEVANCIES — Recognizing details that are irrelevant to the main idea of a paragraph.

LOCATING THE ANSWER — Skimming to find answers or locating details to answer specific questions.

INFERENCE — Drawing conclusions and predicting outcomes.

CONTEXT CLUES — Recognizing definitions, synonyms, and antonyms, and the use of commas in lists, direct address, and appositives.

FOLLOWING DIRECTIONS — Recognizing details in directions, making illustrations, and using codes.

SEQUENCE — Recognizing sequence in illustrations, sentences, paragraphs, and stories.

MAPS, ETC. — Reading and interpreting maps, graphs, charts, and diagrams.

CAUSE AND EFFECT — Understanding the relationship between causes and effects.

CHARACTER ANALYSIS — Making appropriate inferences about the purpose, motivation, and emotions of the characters.

FACT AND OPINION — Distinguishing between fact and opinion, depending on the specific context.

FIGURATIVE LANGUAGE — Recognizing sensory images, similies, metaphors, colloquialisms, and other common figures of speech.

MOOD — Determining and recognizing the mood of a story.

AIRS Instructional Levels

The chart below will help in selection of appropriate materials at various grade and instructional levels.

AIRS Levels

Grades	I	II	III	IV	V	VI	VII	VIII	IX	X
K	a									
1	r	a	a	a						
2		r	r	a	a	a	s			
3					r	a	a	s		
4						r	a	a	s	
5						r	r	a	a	s
6								r	a	s
7								r	a	a

s: superior a: average r: remedial

Steps To Mastery

Each skill at each level of instruction is taught for mastery. Each AIRS skill booklet is a self-contained mastery packet containing these four steps:

LESSON

Each lesson is structured so that it may be group-taught or used independently by a student. Each lesson focuses on a single objective or learning task by introducing a strategy and reinforcing that strategy with examples and self-checking exercises. Most AIRS skill booklets contain two or more lessons.

FOLLOW-UP

This formative test is a feedback/diagnostic tool for assessing each student's understanding of the lesson just completed. The student completes the Follow-Up independently and a score of 80% or higher is considered mastery of the Follow-Up. Those students scoring below 80% will require reteaching of the lesson as they proceed through the practice sheets.

PRACTICE SHEETS

The Practice Sheets provide reinforcement of the skills taught in the lesson. They provide more time on task to meet the objective of the lesson and provide a variety of activities and opportunities to put reading and thinking skills to work.

Many AIRS skill booklets assign specific Barnell Loft, Gates-Peardon, or other skill reinforcing materials for additional practice.

POST TEST

The final activity in each skill booklet is a criterion-referenced post test which evaluates mastery of the objectives of the skill book at that level. Once mastery is achieved, the next skill at that same level is begun.

The Excerpts

The following pages contain excerpts from the AIRS Comprehension skill booklet Level VIII Implied Main Idea.

The annotations highlight the steps taken and the techniques used to teach this skill for mastery.

Representative pages from the Lesson, Follow-Up, Practice Sheets, and Post Test are shown in order to demonstrate how this skill and others in the Comprehension component are taught, reinforced, and assessed.

Annotations are indicated by directional lines to specific reference points and by ✱ (asterisks) for general comments.

STRUCTURED LESSONS

ANDOVER'S INDIVIDUALIZED READING SYSTEM

The Comprehension objective that is taught for mastery is clearly and simply stated on the title page of each skill booklet.

The Prescription "Box" identifies the skill and the instructional level for this particular booklet. The Prescription "Box" also indicates the number of lessons, follow-ups, and practice sheets for each skill. A post test is the final step in each AIRS Comprehension skill booklet.

AIRS

COMPREHENSION

The purpose of this assignment is to give you practice in choosing the main idea or central thought of a selection when that idea is not one of the sentences in the paragraph or story.

AIRS PRESCRIPTION

Area Comprehension Level VIII Skill Folder No. 803

Implied Main Idea

No. Lessons	No. Follow-Ups	No. Practice Sheets	Post-Test
1	1	13	1

Skillbooks: 15 units - Barnell Loft - Getting the Main Idea - Level E*

1976 or 1977 Editions Level E; previous editions Level D.

NOTE TO STUDENTS and TEACHER: Write all your answers in a notebook.
Do not write in this skill folder.

This publisher's skillbooks are often assigned for additional reinforcement of some of the AIRS skills.

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REPRODUCED WITHOUT THE WRITTEN
CONSENT OF THE TOWN OF ANDOVER.

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Andover Public Schools
Andover, Massachusetts 01810

803. IMPLIED MAIN IDEA

Lesson 1

You have learned how to find the main idea of the paragraph when there is a topic sentence in the paragraph. Now you are going to practice recognizing the main idea when it is not stated; it must be thought out by you, using the details given in the paragraph.

For example:

> Indian women of the Iroquois nation were responsible for and owned the house and all of the household possessions. They designed, built and chose the location for all of the houses. They were in charge of all of the arts and crafts, making the blankets, baskets, sleeping mats, and cooking pottery for day-to-day use.

In the above paragraph, the topic is "Iroquois women" because every sentence is talking about Iroquois women.

The main idea is not directly stated; no one sentence in the paragraph contains an idea big enough to cover the ideas in all of the other sentences. Each sentence does say something about Iroquois women and all the sentences in the paragraph share a common thought. This thought is the main idea. It is not stated and must be supplied by you, the reader.

What is the thought shared by all the sentences?

It is: "The Iroquois women took part in many of the important activities of the tribe." Or, "The Iroquois women did many of the important jobs in the tribe." You may even think of several other statements meaning almost the same thing. Any of these is the implied main idea of the above paragraph.

✱ The Lesson is designed specifically to teach the stated objective of the skill booklet. Each lesson suggests a strategy, or technique, and examples are provided for the student.

Lesson 1 (continued)

Implied means that the main idea is not directly stated, but is suggested by the details themselves.

Let's try another:

The dough had crusted to a golden brown. There was a thick red sauce on top, covered with mushrooms, onions, and sausages. Over this mixture was a layer of imported Italian cheeses which had melted to a bubbly golden color. The top of the pizza was sprinkled with ground red peppers.

The topic is: "What the pizza was made of" because every sentence is describing some of the pizza's ingredients. However, no one sentence covers the make-up of the entire pizza. Each sentence tells about one part of the pizza, and it is the appearance of the whole pizza that is the implied main idea of the paragraph.

The implied main idea could be stated: "The pizza looked delicious." Or the implied main idea could be a summary of all the sentences: "The golden crust, red sauce, melted cheese, and red peppers made a delicious looking pizza."

Let's try another:

At the first rehearsal of the Children's Summer Theater, the children heard the plot of the musical show, the number of parts, the number of stage sets, and the major chorus songs. The next three days were spent choosing the different children for the parts, organizing the frames for the sets, and learning the big songs. In the second week, costumes were planned, speaking lines practiced,

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** The Lesson creates a "dialogue" that serves as a guide for a teacher instructing a group or assists a student that is working through the skill booklet independently. The dialogue helps to develop or model the reading/thinking skills being taught.*

Lesson 1 (continued)

and the dance teams started. By the third week, the show had taken shape. Rehearsals had begun all over the theater. Chorus lines were dancing, and singers were practicing their songs. The final week was spent in solving problems and rewritings. But on opening night, a production of which the children could be very proud was applauded by a cheering audience.

Every sentence of the paragraph is describing how the summer theater operated. This is the topic, and every sentence is related to the topic.

You, the reader, must supply the main idea which all of the sentences share. Of the following, which is the main idea?

a. The children were proud of the show because the audience was so enthusiastic.

b. The children worked hard during the first two weeks.

c. Preparing a successful stage show requires a great deal of work and cooperation.

The implied main idea is sentence c. as this is the only idea that covers all the details in the paragraph. The ideas in sentences a. and b. mention only parts of the paragraph and are *too small*.

The thinking process is described for the student. This teaching technique is used consistently throughout the AIRS Comprehension program.

Both correct and incorrect responses are explained.

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Lesson 1 (continued)

Now try to pick out the implied main idea in each of the following paragraphs. Notice that the topic of each paragraph is given to you. You must choose the main idea which covers all the sentences in the paragraph.

Number your notebook from 1-10. Choose the letter before the correct answer and write it in your notebook. Check your answers at the bottom of each page.

1. Farmers use trucks to take things they raise to market. They also use trucks to haul workers and supplies to the fields. Trucks are sometimes used on a farm to carry animals, feed, and water. Sometimes the engine of an old truck is used by the farmer to pump water and to saw wood.

   a. Trucks are used to carry crops to market and workers to the fields.
   b. Farmers depend on trucks to help them in their work.
   c. Machinery is necessary on a farm.

Answer: 1. b

The lesson contains self-checking exercises that [illegible] the student to practice the strategy or technique just introduced. The answers that are provided give the student immediate feedback on his/her answer and promote independent work and good study habits.

Errors are unlikely to be repeated because misconceptions are corrected immediately, while correct answers reinforce learning.

803. IMPLIED MAIN IDEA

Lesson 1 (continued)

3. The Abominable Snowman is a mysterious creature who is said to prowl the Himalaya Mountains. He is said to be covered completely with blond or reddish hair, except on his hands, his face, and his feet. The Sherpas, the people who live in the Himalayan Mountains, say that he walks upright and wears no clothes. The Sherpas tell many stories about him and claim to have seen him many times. Several expeditions have been sent to the Himalayas to find out the truth about the Abominable Snowman. Some people believe he is an early form of man. Other people believe he does not exist.

TOPIC: Abominable Snowman

IMPLIED MAIN IDEA:

a. There are many kinds of mysterious creatures in the mountains.

b. The Abominable Snowman is covered with hair.

c. No one has been able to prove that the Abominable Snowman really exists.

Answer: 3. c

**High interest stories and subjects are used for practicing the skills.*

After the student completes the work in the Lesson, he/she independently completes the Follow-Up.

803. IMPLIED MAIN IDEA

FOLLOW-UP A

Directions: Read the following paragraphs. The topics have been given to you.

You are to: --Decide what is the most important fact about the topic.

--Choose the letter before your choice. Write your answer in your notebook.

--Remember your answer is correct if your idea covers ALL the details of the sentences in the paragraph.

AIRS Comprehension booklets are non-consumable. All answers are written in a separate notebook.

This is one of ten questions that makes up the Follow-Up.

1. The winds blew harshly. The waters of the ocean around Cape Cod were a dull gray. Gone from the towns were the many tourists. Many of the shops on the towns' main streets were shuttered and empty. The beaches of the Cape were vacant except for an occasional gull. Gone were traffic noises and crowds of people.

TOPIC: Cape Cod

IMPLIED MAIN IDEA:

a. Streets and highways on the Cape were quiet once more.

b. The summer season on Cape Cod was over.

c. The beaches on Cape Cod were empty.

✱ The Follow-Up provides a check on each student's understanding of the lesson. No answers are provided for self-checking. The teacher scores each Follow-Up to determine the level of understanding of each student. A score of 80% or higher is considered mastery of the Follow-Up and indicates that the student sufficiently understands the material to proceed to the practice sheets.

A score below 80% indicates that the lesson should be retaught to the student or reviewed while doing the subsequent Practice Sheets.

Directions: Write page A-1 in your notebook. Number your notebook 1-3. Read each group of paragraphs below and decide what its main idea is. From the ideas listed below each group of paragraphs, choose the one that you think gives the main idea. Write the letter of your choice in your notebook.

1. For a four-footed animal, a kangaroo has a queer set of legs. The front ones are so tiny and the hind ones so big that they don't really seem to belong to the same body.

A kangaroo doesn't walk, trot, run, or lope on its four feet as a dog does. It travels by making long jumps on its hind legs without touching its front legs to the ground.

A kangaroo doesn't even stand on its four feet. It stands on its two hind feet and its tail. No other four-legged animal does that.

◆

Which of the following statements gives the main idea of the paragraphs about kangaroos?

a. Kangaroos stand on their tails.

b. Kangaroos' legs are very different from those of other four-legged animals.

c. Kangaroos have short front legs.

d. Kangaroos travel by jumping.

2. A full-grown ostrich is the champion bird of the world in size. He may be seven or even eight feet tall. By stretching up his long neck, he can lift his eyes ten feet above the ground. Even a tall man would have to climb a ladder or something else to do that.

How much does a big ostrich weigh? Maybe three hundred pounds — as much as a dozen gobblers or three dozen roosters. No other bird is that heavy.

One thing more. An ostrich has very long legs. If he is in a hurry to get somewhere, he can get up on his toes and take steps fifteen or twenty feet long.

◆

a. Ostriches have long necks.

b. Ostriches weigh more than roosters.

c. Ostriches are our biggest birds.

d. Ostriches have very long legs.

3. Some people speak of ostriches as camel birds. There are some good reasons for doing that.

A bird that is seven or eight feet tall seems more like a camel in size than like other birds.

The long, featherless neck and legs, and the high back of an ostrich make it look somewhat like a camel.

Even though camels have four legs and ostriches have only two, the big birds walk a little like camels.

Both ostriches and camels live in dry sandy countries. They can travel long distances without water.

◆

a. What ostriches look like

b. Why ostriches walk like camels

c. Where ostriches and camels live

d. Why ostriches are called camel birds

✱ The Practice Sheets that follow a Lesson and Follow-Up provide more time on task to meet the objective of the Lesson. They provide a variety of reading and thinking activities.

Directions: Write in your notebook page A-3. Number your notebook 1-5. Read the following paragraphs. Read the lettered sentences below the paragraphs. Each sentence tells the main idea of one paragraph in the story. Write the letter next to the number it matches.

1. Sammy Andy was not the only one who liked to go exploring in caves. Big caves and little caves have been found by men who spend all their time watching the way the earth changes. Some caves have been found by men hunting for their sheep or cows. Some have been found by people who were looking for a place to live. Some have been wiggled into by boys just like Sammy Andy.

2. Some caves have been made as the earth has moved and settled. Many caves have been made by underground streams of water. As the water wears its way through rock, it takes tiny bits of rock with it. The hole through which the water passes becomes larger and larger, until at last it may be as large as your arm or as big as a great house. And there the cave is in the ground, growing bigger and bigger as long as the water keeps wearing the rock away, just waiting for someone to find it.

3. Why should people like Sammy Andy want to explore a cave? There are many reasons. Sometimes people just want to see what the earth is like below the grass and trees. Sometimes they think it would be fun to have a hiding place underground. But a very, very good reason is that sometimes a cave is very beautiful and strange to look at. That is a good enough reason to explore it.

4. There are caves as dark as midnight, caves with all kinds of strange shadows in the rock, and cold, wet, slippery caves so big that explorers have to follow strings to find their way out again. A person would be very foolish to go into these caves alone. He might yell for hours, and no one would come to his rescue. Only the echo of his voice would come to him. He might be terribly frightened.

5. The cave which Sammy Andy and Rex found was a limestone cave. Limestone caves are made by water wearing its way through soft limestone rock for many years. The water, filled with bits of the limestone, falls slowly into the cave. Some of the water has dried on the floor of the cave, leaving strange fingers of rock. They stand above the floor like huge candles that are taller than twenty tall men! At the same time other streams of water have dried on the top of the cave room, and the finger of rock hangs down from the roof. Sometimes the top finger and the floor candle meet. Then they make a great post that twinkles and shines in the light.

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a... Water carries away bits of rocks until a great hole is made.

b... People explore caves for different reasons.

c... Caves are found in different ways.

d... Water drying on the floor and roof of a cave has built giant posts of beautiful shining rock.

e... One should not explore an unknown cave alone.

Adapted from My Do and Learn Book for Roads to Everywhere of the GINN BASIC READERS, 100 Edition, by David Russell and others, © Copyright 1967, 1961 by Ginn and Company (Xerox Corporation). All rights reserved. Used with permission.

✱ *Practices from basal programs are chosen that specifically reinforce the skill being taught - - in this instance, determining the implied main idea.*

803. IMPLIED MAIN IDEA

LEVEL VIII

Do units 1 - 15 from Barnell Loft, Getting the Main Idea, Level E*

NOTE TO TEACHER:

If the student has difficulty with this skill, assign additional units in Barnell Loft, Getting the Main Idea, Level E.

* 1976 or 1977 Editions Level E; previous editions Level D

✱ *Some AIRS skill booklets assign Barnell Loft skill books for further reinforcement of the Comprehension skill. These assignments appear in the Prescription "Box" on the title page of the skill booklet and in the appropriate place in the skill booklet.*

✱The Post Test is the last step in each AIRS skill booklet. The Post Test is a criterion-referenced test that measures the student's ability to use the skill that has just been taught and practiced.

803. IMPLIED MAIN IDEA

POST TEST

Page 1
Level VIII

Directions: Read the following paragraphs. The topics have been given to you.

You are to:
- --Decide what is the most important fact about the topic.
- --Choose the letter before your choice. Write your answer in your notebook.
- --Remember your answer is correct if your idea covers all the details of the other sentences.

This is one of ten questions/selections for measuring skill mastery.

1. Camping is like setting up a whole home out in the woods and can be an enjoyable experience for the entire family. When camping, there are many things which must be done to set up a campsite. You have to choose a site, pitch the tent, chop and stack the firewood, build and tend the fire, and carry water for washing and drinking. While the older and stronger members of the family do the heavier work, the younger members can help by sweeping out the tent, picking up trash around the campsite, and finding kindling for the fire. When all this is done, the whole family can enjoy hiking in the woods, swimming, or boating.

The implied main idea is:

a. Everyone loves camping.
b. Camping is nothing but hard work.
c. Setting up a camp site is easy.
d. Camping is an enjoyable experience when everyone shares the work.

✱The teacher scores each student's Post Test. A score of 80% or higher is considered mastery. Once this skill has been mastered, the next skill at this instructional level (VIII) is begun. The record keeping that is done for AIRS Comprehension is shown on the pages that follow.

AIRS Record Keeping

Management of the AIRS Comprehension program is enhanced by a concise and efficient recordkeeping procedure. There are three parts to the system. The first, the AIRS Prescription Sheet, is maintained by the student. The other two, the AIRS Student Profile and the Class Record Sheet, are maintained by the teacher.

AIRS Prescription Sheet — The Prescription Sheet is student-kept and is used to record all the work done in each skill. The student completes a Prescription Sheet as each skill is done.

AIRS Comprehension Profile — The Profile is the permanent record of each student's progress in the Comprehension program. For each skill mastered, record is made for the date the skill is begun, the date it is completed, and the post test score. This Profile accompanies the student from year to year.

Class Record Sheet — The Class Record Sheet is a management tool for the teacher. It contains the same information as each student's individual Comprehension Profile, but it allows the teacher to look at the placement and achievement for a whole class.

AiRS

ANDOVER'S INTEGRATED READING SYSTEM

AIRS PRESCRIPTION SHEET

Name Carol White Rm. 8 Grade 4 Teacher Mr Smith

Area Comp. Level VIII Skill Folder Implied Main Idea

No. Lessons 1

No. Follow-ups 1

No. Practice Sheets 13

Skillbooks: 15 Units Barnell Loft Getting Main Idea, Level E

Record of Completion:

Date Skill Begun 11/14

Date Skill Completed 12/7

Lesson:	1	2	3	4	5	6
Date Completed	11/14					
Follow-up	A	B	C	D	E	F
Date Completed	11/15					
Percent	90%					

Post Test 90 % (Mastery 80%).

Date	Skillbook Title or Skill Sheet	No.	Number Correct Needed	Number Correct	Teacher Comment	Date	Skillbook Title or Skill Sheet	No.	Number Correct Needed	Number Correct	Teacher Comment
11/16	A	1	3	3		11/30	BL	3	4	③ 5	Take your time
11/16	A	2	3	3		11/30	BL	4	4	4	
11/16	A	3	4	5		11/30	BL	5	4	5	Great work!
11/16	A	4	3	4		11/30	BL	6	4	5	
11/28	A	5	9	10	Great work!	11/30	BL	7	4	4	
11/28	A	6	3	3		11/30	BL	8	4	5	
11/28	A	7	3	② 3	Vocab. problems	12/5	BL	9	4	5	
11/28	A	8	1	1		12/5	BL	10	4	4	
11/29	A	9	3	3		12/5	BL	11	4	5	
11/29	A	10	3	3		12/5	BL	12	4	③ 5	Vocab. problems
11/29	A	11	1	1		12/5	BL	13	4	4	
11/29	A	12	2	2		12/6	BL	14	4	5	
11/29	A	13	3	4		12/6	BL	15	4	4	
11/30	BL	1	4	5							
11/30	BL	2	4	5							

Form #8

AIRS
COMPREHENSION

Student Profile ANDOVER'S INTEGRATED READING SYSTEM AIRS Form #11 8/84

Name Carol White Grade or Age 3 School South

Sequence of Instruction	IV	V	VI	VII
Recall of Detail	401	501	601	701 9/15/83 10/20/83 85
Main Idea	402	502	602	702 10/20/83 11/28/83 85
Inference		503	603	703 11/28/83 1/13/84 80
Context Clues	403	504	604	704 1/11/84 1/27/84 90
Following Directions	404	505	605	705 2/6/84 4/13/84 95
Sequence		506	606	706 4/23/84 6/13/84 83

Sequence of Instruction	VIII	IX	X
Recall of Detail	801 9/10/84 10/4/84 95	901	1001
Main Idea	802 10/6/84 11/21/84 100	902	1002
Implied Main Idea	803 11/14/84 12/7/84 90	903	1003
Titles and Topics	804	904	1004
Writing Titles	805	905	1005
Recognition of Details	806	906	1006
Recognition of Irrelevancies	807	907	1007
Locating the Answer	808	908	1008
Inference	809	909	1009
Context Clues	810	910	1010
Following Directions	811	911	1011
Sequence	812	912	1012
Maps	813	913	913
Cause and Effect	814	914	914
Character Analysis	815	915	915
Fact & Opinion	816	916	916
Figurative Language	817	917	917
Mood	818	918	918

CODE:

Date begun
Date finished
← Mastery Post Test score

↑ Post Test score below 80% entered in red.

If Pretests are given:

Mastered (80% or more) on Pretest

Date begun
Date finished
← Post Test score

↑ Pretest score (Levels IX & X)

ANDOVER'S INTEGRATED READING SYSTEM

[illegible] Sept 1985
Teacher Date

AIRS

COMPREHENSION SKILLS
Class Record Sheet
Level [✓ VIII] IX

	Recall of Details 801 -901	Main Idea -02	Implied Main Idea -03	Titles and Topics -04	Writing Titles -05	Recognition of Details -06	Recognition of Irrelev. -07	* Locating the Answer -08	Inference -09	Context Clues -10	* Following Directions -11	Sequence -12	Maps -13	* Cause and Effect -14	* Character Analysis -15	* Fact and Opinion -16	* Figurative Langu -17
1. White, Carol	9/10 / 10/4 75	10/6 / 11/14 100	11/14 / 12/7 70	90													
2. Williams, Sue	9/10 / 10/4 80	10/6 / 11/14 80	11/14 / 12/7 70 80														
3. Wilson, Bill	9/10 / 10/4 75	10/6 / 11/14 80	11/14 / 12/7 80														
4. Young, Jane	9/10 / 10/4 95	10/6 / 11/14 90	11/14 / 12/7 100														
5.																	
6.																	
7.																	
8.																	
9.																	
10.																	
11.																	
12.																	
13.																	
14.																	
15.																	

CODE: ☒ Mastered (80% or more) on Pretest

▭ - pretest score between 70 & 79

▬ June projection

*Do skill in any order; otherwise, do as numbered.

◸ Date begun
Date finished

** Score below 80% in red.
Pre & Post Test scores

The United States Department of Education's Joint Dissemination Review Panel (JDRP) officially confirmed its recertification approval for the AIRS Developer Demonstrator Project's exemplary status. Recertification by the JDRP signifies that AIRS continues to demonstrate the maintenance of educational excellence and effectiveness.

AIRS

ANDOVER PUBLIC SCHOOLS
ANDOVER, MASSACHUSETTS

Standardized Test Results-Comprehension

1972-1981

ANDOVER MEAN PERCENTILES

(NATIONAL AVERAGE=50TH PERCENTILE)

GRADE	1972	1975*	1976	1977	1978	1979	1980	1981
1	66	90	92	94	92	88	95	94
2	60	72	75	80	80	95+	95+	95+
3	60	66	73	73	81	93	94	94
4	62	87	83	90	93	95+	95+	95+
5	63	85	94	92	94	91	93	92
6	54	95	95	95+	95	95	95+	95+

* Andover's Individualized Reading System (AIRS) was Validated by the U.S. Office of Education's Joint Dissemination and Review Panel.

EVIDENCE OF EFFECTIVENESS: When AIRS was introduced in the Andover schools in 1972, students in grades 1-6 performed at or slightly above the 50th percentile in reading comprehension. For the past seven years, students have performed decidedly above the 50th percentile. In 1981, the mean score of students in grades 1-11 were at or above the 90th percentile, as measured by Educational Testing Service Battery.

Due to budget constraints yearly testing of students in all grades was discontinued in 1981. However, the testing of grades 3 and 6 has continued with test results the same or above the 1981 levels.

AIRS
COMPREHENSION

Materials Price List

FOR CURRENT PRICES ON THESE MATERIALS, PLEASE REFER TO THE OUTLINED SECTIONS ON THE FOLLOWING PAGES.

For more information contact . . . . . .

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AIRS

STRUCTURAL
SKILLS/SPELLING

Excerpt:

AIRS Structural Skills/Spelling Program

ANDOVER PUBLIC SCHOOLS *ANDOVER, MASSACHUSETTS*

AIRS PROJECT FORM #14

Andover's Individualized Reading System

In 1972, students in the elementary schools of Andover, Massachusetts, were introduced to a new reading program that had been developed by the elementary school Reading Specialists in Andover. That program, Andover's Individualized Reading System (AIRS), was designed for a full range of students reading at the 1st-7th grade reading levels. Today, AIRS -- a complete reading and language arts program -- is still used by all of Andover's elementary students, but its scope is no longer confined only to Andover. Thousands of students throughout the nation are now benefiting from the AIRS program.

AIRS was developed to provide quality education by promoting:

- consistency and conciseness in the language arts curriculum
- competency in teaching skills for mastery
- enjoyment of literature by students
- significant growth in reading scores

The AIRS components that are being disseminated are:

Phonetic Analysis
Word Recognition
Structural Skills/Spelling
Grammar/Word Usage
Comprehension
Word Meaning
Capitalization/Punctuation
Individualized Reading

This booklet is designed to acquaint you with the AIRS Structural Skills program by including the following:

- An Overview of AIRS Structural Skills
- A Description of the AIRS Structural Skills/Spelling Component
- Steps to Mastery
- Excerpts from AIRS skill Derived Words VIII
- AIRS Impact

An Overview

The AIRS Spelling Program is comprised of two components taught concurrently -- Structural Skills and Weekly Spelling Lists. AIRS Structural Skills, the spelling generalizations on which our language is based, are taught through a series of mastery skill booklets. The Weekly Spelling Lists are organized into lists designed to review and reinforce the generalizations taught in the structural skills booklets.

Structural Skills skill booklets are available for 2nd-7th grade reading levels. As in the AIRS Comprehension component, a student is expected to master each of the skills at an instructional level before proceeding to the next level of instruction.

The Skills

Eight Structural Skills are taught for mastery in the AIRS Structural Skills Program, Levels V-X. The following generalizations are taught and reinforced:

PLURALS — Plural forms that require: s (hats); es (bushes); changing y to i before adding es (bunnies); s to words ending in ey, oy (monkeys, toys); f or fe to v or ve, and adding es or s (leaves, knives); s or es with words ending in o (tomatoes, radios); changing vowel sound (man, men); no change (sheep).

DERIVED WORDS — Rules for adding suffixes to root words with: two consonants; two vowels; one syllable/one vowel/one consonant (1-1-1 Rule); and silent e. Rules for suffixes that begin with a consonant or begin with a vowel.

POSSESSIVES — Apostrophe to show ownership for singular and plural words ending in s and not ending in s.

CONTRACTIONS — Apostrophe used to take the place of missing letters.

ROOT WORDS — Base word to which prefixes and suffixes can be added.

HEARING SYLLABLES — A word has as many syllables as it has vowel sounds.

SYLLABICATION — Dividing words with: open syllables, closed syllables, vowels followed by r, other vowels, digraphs, consonant plus le, ckle, accenting words with 2 or more syllables.

PREFIXES/SUFFIXES — Words with an affix at the beginning, words with an affix at the end, words with two suffixes.

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AIRS Instructional Levels

The chart below will help in selection of appropriate materials at various grade and instructional levels.

AIRS Levels

Grades	I	II	III	IV	V	VI	VII	VIII	IX	X
K	a									
1	r	a	a	a						
2		r	r	a	a	a	s			
3					r	a	a	s		
4						r	a	a	s	
5						r	r	a	a	s
6								r	a	s
7								r	a	a

s: superior a: average r: remedial

Steps to Mastery

Each Structural Skills booklet is designed to teach a specific skill for mastery. It is a self-contained packet employing these steps to mastery.

LESSON

Each lesson concentrates on a spelling generalization by introducing the rule and providing examples and self-checking exercises.

FOLLOW-UP

The Follow-Up is a criterion-referenced, diagnostic/feedback tool that permits the teacher to check each student's understanding of the lesson. Each student completes the Follow-Up independently. A score of 80% or higher is considered mastery. Students scoring below 80% may use several practice sheets under the teacher's direction as a reteaching activity.

PRACTICE SHEETS

The five practice sheets for each lesson provide reinforcement and extension of the skills introduced in the lesson and are typically done independently by each student.

DICTATIONS

The Teacher's Manual contains dictations to further reinforce the spelling generalizations. There are both word dictations and sentence dictations. The dictation component of each lesson promotes practical application of the spelling generalizations.

POST TESTS

Each skill booklet contains a criterion-referenced post test for evaluating student mastery. In addition, the Teacher's Manual contains a dictated post test.

The Excerpts

The following pages contain excerpts from the AIRS Structural Skills booklet Level VIII Derived Words.

The annotations highlight the steps taken and the techniques used to teach this skill for mastery.

Representative pages from the Lesson, Follow-Up, Practice Sheets, and Post Test are shown in order to demonstrate how this skill and others in the Structural Skills component are taught, reinforced, and assessed.

Annotations are indicated by directional lines to specific reference points and by ✱ (asterisks) for general comments.

STRUCTURED LESSONS

ANDOVER'S INDIVIDUALIZED READING SYSTEM

The Structural Skills objective that is taught for mastery is clearly and simply stated on the title page of each skill booklet.

STRUCTURAL
SKILLS/SPELLING

The Prescription "Box" identifies the skill and the instructional level for this particular booklet. The Prescription "Box" also indicates the number of lessons, follow-ups, and practice sheets for each skill. A post test is the final step in each AIRS Structural Skills booklet.

The purpose of this assignment is to give you practice in making derived words by adding endings to root words.

AIRS PRESCRIPTION

Area Structural Skills Level VIII Skill Folder No. 3 Derived Words

No. Lessons	No. Follow-Ups	No. Practice Sheets	Post-Test
3	3	15	1

NOTE TO STUDENTS and TEACHER: Write all your answers in a notebook. Do not write in your skill folder.

All AIRS Structural Skills booklets are non-consumable.

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3. DERIVED WORDS

Lesson 1

Derived words are simple words called root or base words to which endings have been added. These endings are called suffixes. Some suffixes that you often see are s, ed, er, ing, and est. Here are some examples:

Root Word:	fast	Root Word:	test
Suffixes:	er est	Suffixes:	er, ed, ing
Derived Words:	faster fastest	Derived Words:	tester tested testing

Here is a rule that will help you form derived words:

> When a root word ends with two consonants, you just add s, es, ed, er, est, ing, y, or ly.
>
> For example: jump - jumps jumped
>
> jumper jumping

Try writing the following words in your notebook. Number your notebook 1 to 3.

Root Word	Suffix	Derived Word
1. lend	er	1.__________
2. wilt	ed	2.__________
3. send	ing	3.__________

(Check your answers at the bottom of the page.)

Here is another rule to help you form derived words:

> When a root word has two vowels together, you just add s, ed, er, es, est or ing to make a new word.
>
> For example: cool - cools cooled
>
> cooler cooling

* The Lesson is designed specifically to teach the stated objective of the skill booklet. In Lesson 1 three rules for forming derived words are presented, and opportunities for practice given.

Answers: 1. lender 2. wilted 3. sending

Lesson 1 (continued)

Let's look at the following. Write the answers to 4 and 5 in your notebook.

Root Word	Suffix	Derived Word
tree	s	trees
mail	ed	mailed
shoot	ing	4.__________
pr	er	5.__________

Periodic review is a consistent feature of the AIRS systematic approach to achieving mastery.

eck your answers at the bottom of the page.)

There is another rule for words which have one syllable, one vowel, and end with one consonant.

Let's begin by reviewing together what a syllable is. Say may and tiger. May has one syllable, and tiger has two syllables, ti - ger.

How many syllables does October have? Yes, it has three syllables, Oc - to - ber.

A word has as many syllables as it has vowel sounds.

Here is the one-one-one rule:

Rules are consistently set off in boxes for easy reference.

> In a one syllable word that ends in one consonant with one vowel before it, double the final consonant before adding a suffix that begins with a vowel including y. (1-1-1 rule)
>
> For Example: hop hopped hopping
>
> mad madder madly

Let's study these words:

Root Word	Suffix	Derived Word
pop	ed	popped
sad	est	saddest
plan	ing	planning
sad	ly	sadly

Answers: 4. shooting 5. prouder

3. DERIVED WORDS

* The concepts taught on the preceding pages are reviewed for added emphasis.
This reinforcement process is used consistently throughout the AIRS Structural Skills program.

sad, and plan have one syllable, ending in one consonant, with one vowel before it, so we double the final consonant. Then ed, est, or ing are added because those suffixes begin with a vowel. The suffix ly begins with a consonant, so the d is not doubled for sadly.

How will you add endings to mash? It has two consonants, so there is no doubling. Just add the suffix with no change to the root word.

Root Word	Suffix	Derived Word
mash	ing	mashing

How will you add endings to cool? It has two vowels, so there is no doubling. Just add the suffixes with no change to the root word.

Root Word	Suffix	Derived Word
cool	ing	cooling

Number your notebook 7 to 12. Try writing these words. (Check your answers at the bottom of the page.)

Root Word	Suffix	Derived Word
pin	ed	7. ___________
bet	ing	8. ___________
slap	ed	9. ___________
bad	ly	10. ___________

What will you do here?

wash	ing	11. ___________
nail	ed	12. ___________

* Self-checking exercises are a part of every lesson: immediate access to the correct answer reinforces "learning" it right the first time.

Answers: 6. pinned 7. madder 8. betting 9. slapped 10. badly
11. washing 12. nailed

ter the lesson is completed and self-corrections made, ach student independently completes the Follow-Up for n immediate evaluation of his/her understanding of the esson.

3. DERIVED WORDS

FOLLOW-UP A

Directions: Number your notebook 1 to 20. Think of the rules as you add suffixes to the following root words. Write the new words or derived words in your notebook.

Root Word	Suffix	Derived Word
1. wed	ing	
2. weed	ed	
3. big	er	
4. cool	est	
5. toast	ed	
6. grab	y	
7. clap	ing	
8. dim	ly	
9. tend	s	
10. print	ed	
11. swim	er	
12. whiz	ed	
13. spot	y	
14. slow	ly	
15. wind	ing	
16. risk	s	
17. snap	y	
18. broad	est	
19. hot	er	
20. short	ly	

* The Follow-Up provides a check on each student's understanding of the lesson. No answers are provided for self-checking. The teacher scores each Follow-Up to determine the level of understanding of each student. A score of 80% or higher is considered mastery of the Follow-Up and indicates that the student sufficiently understands the material to proceed to the Practice Sheets.

A score below 80% indicates that the lesson should be retaught to the student or reviewed while doing the subsequent Practice Sheets.

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PRACTICE A-1

Directions: Number your notebook 1 to 15. Add the suffixes to these root words. Write the derived words in your notebook.

	Root Word	Suffix	Derived Word
1.	attack	er	
2.	borrow	ing	
3.	leap	ed	
4.	tight	er	
5.	rich	ly	
6.	wild	est	
7.	lock	s	
8.	bundle	ed	
9.	buzz	ing	
10.	switch	es	
11.	map	ed	
12.	dim	ly	
13.	fun	y	
14.	straight	est	
15.	drum	er	

✱ *The Practice Sheets in each skill booklet provide additional opportunities for applying the rules taught in the Structural Skills lesson.*

PRACTICE A-2

Directions: Number your notebook 1 to 20. Read the words below. If the root word follows the 1-1-1 rule, write 1-1-1 beside the number. If the root word does not follow the 1-1-1 rule, leave a blank space beside the number in your notebook.

FOR EXAMPLE:

1. skipped	1. 1-1-1
2. mailed	2.
3. dropped	3. 1-1-1

1. hammered
2. madder
3. continues
4. appearing
5. biggest
6. enjoyed
7. crispy
8. blinking
9. beautifully
10. batter
11. kindly
12. pushes
13. sunny
14. winner
15. piloted
16. lightest
17. crashes
18. wrapper
19. swimming
20. windy

* *Various activities are presented in the practice exercises. No skill is automatically associated with a particular format; thereby, rote learning is avoided and the exercises are a challenging learning experience.*

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PRACTICE A-3

Directions: Number your notebook 1 to 15. Add a suffix to the given root word to best complete each sentence.

1. Move those benches ____________ to the tables. (close)
2. Why are you ____________ to do all that work now? (bother)
3. I ____________ that store to you yesterday. (mention)
4. Do you see that ____________ form over there? (shadow)
5. Tom is a ____________ not a leader. (follow)
6. Ann and Jane are always ____________. (quarrel)
7. Speak ____________ so dad will not hear you. (soft)
8. A mother bear always ____________ her cubs. (protect)
9. You will have to grease that ____________ wheel. (squeak)
10. James always ____________ anything I say. (question)
11. This time, Jack will be the ____________ for our team. (pitch)
12. Watch the way she ____________ that ball. (toss)
13. Do not make ____________ corners on a square. (round)
14. My dog ____________ himself all day long. (scratch)
15. Since the accident she has walked ____________. (stiff)

** The vocabulary words that are used are ones that are part of the basic vocabulary appropriate for the particular instructional level.*

✱. *This Practice Sheet requires each word to be written in the student's notebook twice - another frequently used reinforcement technique.*

PRACTICE A-4

Directions: Number your notebook 1 to 5. Write derived words by adding the suffixes to each of the root words.

Root Word	Suffixes		
	(s)	(er)	(ing)
1. work	________	________	________
2. beat	________	________	________
3. cut	________	________	________
4. groan	________	________	________
5. stop	________	________	________

Directions: Number your notebook 6 to 20. Complete each sentence by using one of the derived words you put in your notebook. You can use each word only once.

6. My brother ____________ the grass every weekend.
7. The policeman was ____________ every out-of-state car.
8. Jim is outside ____________ in the garden.
9. The egg ____________ is broken so I can't bake today.
10. Please stop that moaning and ____________ right now.
11. Put the ____________ back on the bottle.
12. Your football team always ____________ mine.
13. Did you see the Coast Guard ____________ leave the dock?
14. Be happy because no one likes to be around a ____________.
15. The Boston bus ____________ here once a day.
16. We are ____________ the rug to get all the dust out.
17. My father ____________ for a car dealer.
18. The barber was ____________ the boy's hair.
19. Every so often he ____________ with pain.
20. What a hard ____________ my sister is.

This assignment requires the student to employ a number of writing skills; thereby reinforcing the skills taught in grammar, capitalization/punctuation, as well as in spelling.

PRACTICE A-5

Directions: Read the following sentences. Number your notebook 1 to 8. Choose the word or suffix from the box that best completes the sentences.

If the root word ends with _____ (1) consonants like clasp you usually just add s, _____ (2), or _____ (3) to make a new word.

ing ed two

If the root word has two _____ (4) together like boil, just add s, ed, or _____ (5) to make a new word.

ing vowels

The one-one-one rule is: In a _____ (6) syllable word, that ends in one _________ (7), with a _______ (8) before it like jam, double the final consonant before adding a suffix that begins with a vowel.

vowel consonant one

Part I

Directions: Number your notebook 9 to 20. Find the root word for each of the words in the box. Write the root word in your notebook.

9. adapted
10. athletes
11. auctioned
12. estimated
13. stepping
14. badges
15. awarding
16. ebbed
17. bailing
18. crammed
19. numbs
20. crushing

Part II

Directions: Choose any 6 derived words from the box and use each one in a good sentence.

✱ *After the Practice Sheets have been completed, words incorporating the rules just taught are dictated to the student. The dictations, which appear only in the Teacher's Manual, are designed to foster practical application of the spelling generalizations.*

A minimum of two word lists is suggested for reinforcement.

SPELLING WORDS FOR DICTATION

Level VIII

3. DERIVED WORDS

This coding of words in each list enables a teacher to detect a pattern.

Code: (Rule 1) double consonants - words 1 and 3
(Rule 2) double vowels - words 5 and 7
(Rule 3) one syllable, one consonant, one vowel - 2, 4, 6, 8, 10
(Rule 4) one syllable with suffix - word 9

After Practice A-5

The sequence for the dictations is clearly stated at the beginning of each list.

	LIST 1	LIST 2	LIST 3
1.	added	billed	planted
2.	lidded	penned	spinning
3.	asked	calling	parked
4.	madder	gummed	logging
5.	roomy	aired	coating
6.	budding	napping	slipped
7.	neater	beaded	loading
8.	chipping	blotted	spotted
9.	spineless	roomful	spotless
10.	shutting	dragged	stepping

	LIST 4	LIST 5	LIST 6
1.	glassy	pushed	bumping
2.	planned	muddy	funny
3.	marked	helping	started
4.	mopping	winner	wetter
5.	deepen	spoiled	seeded
6.	flatten	strapping	drummer
7.	stealing	speaker	meanest
8.	betting	thinnest	chopping
9.	wetness	dimness	hitless
10.	saddest	skinny	whipping

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The sentence dictations contain the same words found in the word lists for dictation. The teacher chooses a list of sentences that corresponds to one of the word lists dictated.

A minimum of one set of sentences is suggested for dictation.

SPELLING SENTENCES FOR DICTATION

Level VIII

3. DERIVED WORDS

After Practice A-5

LIST 1

1. Hockey players must be careful about falling and chipping their teeth.
2. My mother was madder than ever at me after I added salt to the cake mix.
3. That spineless animal with the heavy-lidded eyes really scares me.*
4. I asked for a roomy place to stay at the motel.
5. Mother said, "You will make your room look neater by shutting your closet doors!"*
6. Budding flowers in the spring make everyone happy.

LIST 2

1. We were billed for calling someone in Alaska, but we didn't have to pay.
2. The boys dragged the old sofa outside and aired it.
3. The children penned and blotted their notes to Santa, then put on the gummed stamps.
4. The roomful of beaded bags at the store encouraged the ladies to spend money.
5. Is that baby whale napping on the crest of the wave?

* Accept period or exclamation point.

In addition to receiving practice in writing the words which demonstrate his/her knowledge of the rule involved (those that are underlined), the student is receiving reinforcement of previously learned rules through the controlled vocabulary of the other words in each sentence.

esson 2 addresses a different spelling rule.

3. DERIVED WORDS

Lesson 2

Here is the Silent e Rule:

> When a word ends in silent e, drop the e before adding a suffix that begins with a vowel, including y.
>
> FOR EXAMPLE: bake baking
>
> ice icy

Let's look at these words:

Root Word	Drop Silent e	Add Suffix	Derived Word
wade	wad~~e~~	wad + ed	waded
shake	shak~~e~~	shake + ing	shaking
line	lin~~e~~	lin + er	liner

Study these words. Notice that the suffixes do not begin with vowels.

Root Word	Suffix	Derived Word
move	ment	movement
love	less	loveless

Here the e stays because the suffix does not begin with a vowel.

Now try the following yourself. Number your notebook 1 to 5.

(Check your answers at the bottom.)

Root Word	Add Ending	Derived Word
dine	er	1. ____________
fine	est	2. ____________
rule	ing	3. ____________
wade	ed	4. ____________

Look carefully here:

use	ful	5. ____________

30

Answers: 1. diner 2. finest 3. ruling 4. waded 5. useful

Examples 1-10 in Follow-Up B check the student's understanding of Lesson 2, while examples 11-15 recheck his/her understanding of Lesson 1.

3. DERIVED WORDS

FOLLOW-UP B

Directions: Number your notebook 1 to 15. Add the suffixes to the root words below and write the derived words in your notebook.

	Root Word	Suffix	Derived Word
1.	state	ed	
2.	rule	er	
3.	safe	est	
4.	like	ing	
5.	ripe	en	
6.	shape	less	
7.	shame	ful	
8.	move	ment	
9.	ripe	er	
10.	use	ed	
11.	win	er	
12.	fight	ing	
13.	stir	ed	
14.	plot	ing	
15.	milk	ing	

PRACTICE B-5

Directions: Number your notebook 1 to 10. Complete each sentence by adding a suffix to the root word below each blank.

1. Betty's hair is ____________ than mine.
   (long)
2. I like the way he is ____________ for that picture.
   (pose)
3. A rabbit has long ____________ ears.
   (flop)
4. I have the ____________ piece of all.
   (large)
5. You must have ____________ at least five miles.
   (hike)
6. Liz is one of the ____________ girls I know.
   (fat)
7. It is not ____________ that we will ever meet again.
   (like)
8. Mary always ____________ her slacks before she wears them.
   (press)
9. I want to be on the ____________ team.
   (win)
10. My brother is a ____________ with the high school band.
    (drum)

Directions: Number your notebook 11 to 15. Make new words by adding ing to the root words below. Write a sentence using each derived word.

11. write
12. plan
13. ask
14. wrap
15. clip

* Again, the practice pages require that whole words be written, not simply circled or underlined. The writing of the words (reproduction) is a more advanced spelling skill than recognizing (underlining or circling) the correct spelling (recognition).

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SPELLING WORDS FOR DICTATION

el VIII

. DERIVED WORDS

* The dictations require the student to employ each of the rules introduced to this point. This dictation process fosters the application of these spelling rules in the student's daily writing.

Cod double consonants - word 7
3) one syllable, one consonant, one vowel - words 1, 3, 5
(Rule 4) keep the e - word 9
(Rule 5) drop the e - words 2, 4, 6, 8, 10

After Practice B-5

LIST 1

1. sunny
2. bared
3. puppy
4. living
5. shedding
6. spading
7. banded
8. taming
9. hateful
10. ripen

LIST 2

1. patting
2. fired
3. tipping
4. driver
5. biggest
6. broken
7. checked
8. nosy
9. careful
10. stolen

LIST 3

1. lagging
2. writing
3. setting
4. sliding
5. padding
6. hiding
7. counted
8. taker
9. useful
10. widen

LIST 4

1. rotted
2. finer
3. cutting
4. ruling
5. slapping
6. maker
7. lifting
8. choking
9. closely
10. holed

LIST 5

1. floppy
2. wiper
3. lapped
4. blazed
5. rammed
6. carving
7. minding
8. stated
9. barely
10. closing

LIST 6

1. furry
2. tired
3. rimmed
4. fencing
5. sloppy
6. bottling
7. picked
8. moving
9. wisely
10. siding

SPELLING SENTENCES FOR DICTATION

Level VIII

3. DERIVED WORDS

After Practice B-5

LIST 1

1. Is that your shaggy little *puppy*?
2. *Living* in a tree hut is fun.
3. It's fun to play outdoors on a *sunny* day.
4. When the trainer was *taming* the animals, the biggest tiger *bared* his fangs.
5. Mother said, "That big, brown dog is *shedding*."
6. We *banded* the bird's leg before we let him go.
7. Hot, *sunny* days will *ripen* the apples on the trees.
8. Hitting that little girl was a *hateful* thing to do.
9. He was *spading* up the ground and looking for worms.

LIST 2

1. The *driver* was *fired* for *tipping* over the bus.
2. "You must be *careful* when you are *patting* strange animals," said Mother.
3. Do you always take the *biggest* piece of cake?
4. He had just *broken* his arm when I saw him on Monday.
5. Has the policeman *checked* the list of *stolen* cars?
6. The *nosy* girls opened all the closed doors.

✱ *Lesson 3 is the final lesson in this skill booklet.*

3. DERIVED WORDS

Lesson 3

The rules in this lesson will help you add suffixes to root words which end in y.

> When a word ends in y with a consonant before it, change the y to i before adding all endings (except those endings beginning with i, such as ing).
>
> For Example: cry cries
>
> Exception: cry crying

Let's study these words:

Root Word	Suffix	Derived Word
fly	er	flier
try	es	tries
copy	ed	copied

Now look at what happens when the suffix begins with i:

Root Word	Suffix	Derived Word
carry	ing	carrying
try	ing	trying

Is there any change in the root word? No.

Number your notebook 1 to 6. Write the derived words in your notebook.

Root Word	Suffix	Derived Word
1. hurry	es	1. ____________
2. deny	ed	2. ____________
3. copy	er	3. ____________
4. happy	ness	4. ____________
5. study	ing	5. ____________
6. copy	ing	6. ____________

(Check your answers at the bottom of the page.)

Answers: 1. hurries 2. denied 3. copier 4. happiness 5. studying 6. copying

The student does not have to keep turning back to the previous page in order to recall the first rule taught in the lesson.

3. DERIVED WORDS

Lesson 3 (continued)

● Remember the rule: Change y to i when the word ends in a consonant and y. Here is another rule for words that have a vowel before the y.

> When a word ends in y with a vowel before it, just add the suffix.
>
> For example: play player played

Number your notebook 7 to 13. Add the suffix to these words and write the derived word in your notebook.

A word of warning is often helpful

● Be careful to notice whether they end with a consonant before the y and change y to i, or a vowel before the y and do not change.

Root Word	Suffix	Derived Word
7. stray	ed	7. ____________
8. berry	es	8. ____________
9. relay	ed	9. ____________
10. buy	ing	10. ____________
11. happy	er	11. ____________
12. employ	ed	12. ____________
13. hurry	ing	13. ____________

(Check your answers at the bottom of the page.)

Answers: 7. strayed 8. berries 9. relayed 10. buying
11. happier 12. employed 13. hurrying

3. DERIVED WORDS

FOLLOW-UP C

Directions: Number your notebook 1 to 20. Add suffixes to the following root words and write the derived word in your notebook.

	Root Word	Suffix	Derived Word
1.	apply	es	
2.	betray	ed	
3.	worry	ing	
4.	shady	er	
5.	sway	ing	
6.	funny	er	
7.	shame	less	
8.	like	ing	
9.	delay	ed	
10.	mate	ed	
11.	pin	ing	
12.	pine	ing	
13.	spy	ing	
14.	plot	er	
15.	hold	ing	
16.	shout	er	
17.	clash	ed	
18.	spray	er	
19.	empty	ed	
20.	buy	ing	

PRACTICE C-3

Directions: Number your notebook 1 to 20. Find the root words in each of the following words and write them in your notebook.

1. sugared
2. tiptoes
3. floppy
4. trembling
5. burying
6. wakeful
7. spied
8. cheery
9. tasty
10. shied
11. wiggly
12. promises
13. ruling
14. fullest
15. replies
16. shiny
17. puzzling
18. graying
19. tosses
20. stubbed

✱ *Requiring the student to reverse the process from constructing the derived word to determining its root adds another dimension to the student's understanding of the rules.*

✱ *The page format changes for each Practice Sheet, adding variety to the approach for learning the task.*

PRACTICE C-4

Directions: Number your notebook 1 to 10. Write derived words by adding the endings.

Root Word	er	ed
1. tease	________	________
2. trade	________	________
3. joke	________	________
4. pledge	________	________
5. swallow	________	________
6. wipe	________	________
7. worry	________	________
8. study	________	________
9. slip	________	________
10. cry	________	________

Directions: Number your notebook 11 to 20. Complete each sentence using one of the words you wrote.

11. A __________ tells funny stories.
12. We can see the sword __________ at the circus.
13. He __________ hard for the big test.
14. My mother is such a __________ when I'm out at night.
15. Tom __________ everyone with his jokes.
16. Terry __________ on the icy walk.
17. Tom __________ his word to try harder in school.
18. I __________ the dishes every night last week.
19. In olden times the town __________ shouted all the news.
20. I __________ my marbles for Jim's baseball cards.

PRACTICE C-5

(1) If the root word ends with two consonants, you usually just add the suffix.

For exampl - jumps, jumped, jumper,
jumping

After completing the Follow-Up and four additional practice pages, the student is again provided with a review of the rules taught and examples of each.

(2) When a root word has two vowels together, you just add the suffix to make a derived word.

For example: cool - cools, cooled, cooler,
cooling

(3) In a one syllable word that ends in one consonant with one vowel before it, double the final consonant before adding a suffix that begins with a vowel.

For example: bat - bats, batted, batter, batting

(4) When the root word ends with silent e, drop the e before adding a suffix that begins with a vowel.

For example: bake - baking, baker, baked

(5) When the root word ends in y with a consonant before it, change the y to i before adding a suffix that begins with a vowel, except ing.

For example: cry - cries, cried,
cry - crying

(6) When the root word ends in y with a vowel before it, just add the suffix.

For example: play - plays, played, playing,
player

PRACTICE C-5

Directions On the preceding page are the six rules to help you make derived words, with examples for each rule. Number your notebook 1 to 20. Write each derived word and the number of the rule followed to make that word.

✱ Requiring the student to refer back to the rule reinforces the skills learned and avoids random guessing.

1. dragging
2. strayed
3. steadiest
4. crazily
5. treated
6. fresher
7. wiggled
8. dizziest
9. joyful
10. creaky
11. fried
12. lonely
13. swimming
14. empties
15. shiny
16. sliced
17. restful
18. prettiest
19. user
20. lasted

*The Reading Post Test is the last step in the student's skill booklet. It is comprised only of words that have been used previously in the Lesson, Follow-Up, or Practice Sheets.

It is corrected by the teacher and a score of 80% or above is considered mastery.*

3. DERIVED WORDS

POST-TEST

Directions: Add endings to the following words.

Root Word	Add Ending	New Word
plan	ing	1. ____________
dry	ed	2. ____________
alley	s	3. ____________
line	ing	4. ____________
body	es	5. ____________
ship	ing	6. ____________
catch	es	7. ____________
volley	ed	8. ____________
copy	ed	9. ____________
shine	ing	10. ____________
snap	er	11. ____________
bay	ing	12. ____________
hurry	es	13. ____________
cross	ed	14. ____________
wash	er	15. ____________
nod	ing	16. ____________
sail	ed	17. ____________
trolley	s	18. ____________
funny	er	19. ____________
pop	ing	20. ____________
rule	er	21. ____________
joke	ing	22. ____________
trade	er	23. ____________
bray	ing	24. ____________
glass	es	25. ____________

* *In addition to the Reading Post Test which appears in the student's book, the Teacher's Manual contains a Spelling Post Test - a dictated post test.*

3. Derived Words

POST TEST - Spelling

Level VIII

Note to teacher: Please use each word in a sentence as you dictate.

Write the following words in your AISP notebook:

1. beginner
2. fluffiest
3. recording
4. puffed
5. tapping
6. bothered
7. keyed
8. buzzer
9. carrier
10. employed
11. pitying
12. destroys
13. pitches
14. taping
15. omitted
16. grumpier
17. halving
18. becoming
19. deeper
20. rebelled

Mastery = 16/20

The United States Department of Education's Joint Dissemination Review Panel (JDRP) officially confirmed its recertification approval for the AIRS Developer Demonstrator Project's exemplary status. Recertification by the JDRP signifies that AIRS continues to demonstrate the maintenance of educational excellence and effectiveness.

AiRS

ANDOVER PUBLIC SCHOOLS
ANDOVER, MASSACHUSETTS

Standardized Test Results–Spelling

1972–1981

ANDOVER MEAN PERCENTILES

(NATIONAL AVERAGE=50TH PERCENTILE)

TEST ADMINISTERED	YEAR	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
Stanford Achievement 1964 Ed.	1972	76	58	59	50	61	58
Stanford Achievement 1964 Ed.	1973	68	66	56	56	48	56
Ed. Testing Service Battery 1969 Ed.	1974	-	59	45	46	60	42
	Andover's Integrated Spelling Program Piloted in January 1975						
Ed. Testing Service Battery 1969 Ed.	1975	-	61	50	63	52	56
	Andover's Integrated Spelling Program implemented in the 1975-76 school year						
Ed. Testing Service Battery 1969 Ed.	1976	-	71	61	71	76	54
Ed. Testing Service Battery 1969 Ed.	1977	-	77	71	78	70	67
Ed. Testing Service Battery 1969 Ed.	1978	-	83	71	80	79	63
Ed. Testing Service Battery 1979 Ed.	1979**	-	95	95+	95+	95+	95+
Ed. Testing Service Battery 1979 Ed.	1980**	-	95	95+	95+	95+	95+
Ed. Testing Service Battery 1979 Ed.	1981**	-	93	95+	95+	95+	95+

** These percentiles are Total Writing Scores which include Spelling.

AiRS

STRUCTURAL
SKILLS/SPELLING

Materials Price List

All Structural Skills Materials are NON-CONSUMABLE.

FOR CURRENT PRICES ON THESE MATERIALS, PLEASE REFER TO THE OUTLINED SECTIONS ON THE FOLLOWING PAGES.

For more information contact . . . . . .

Theresa G. Murphy
AIRS D/D Project
Andover Public Schools
Bartlet Street
Andover, MA 01810
(617) 470-3800 Ext. 419

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AiRS

WORD MEANING

Excerpt:

AIRS Word Meaning Component

ANDOVER PUBLIC SCHOOLS

ANDOVER, MASSACHUSETTS

AIRS PROJECT FORM #15

Andover's Individualized Reading System

In 1972, students in the elementary schools of Andover, Massachusetts were introduced to a new reading program that had been developed by the elementary school Reading Specialists in Andover. That program, Andover's Individualized Reading System (AIRS), was designed for a full range of students reading at the 1st - 7th grade reading levels. Today, AIRS -- a complete reading and language arts program -- is still used by all of Andover's elementary students,but its scope is no longer confined only to Andover. Thousands of students throughout the nation are now benefiting from the AIRS program.

AIRS was developed to provide quality education by promoting:

- consistency and conciseness in the language arts curriculum
- competency in teaching skills for mastery
- enjoyment of literature by students
- significant growth in reading scores

The AIRS components that are being disseminated are:

Phonetic Analysis
Word Recognition
Structural Skills/Spelling
Grammar/Word Usage
Comprehension
Word Meaning
Capitalization/Punctuation
Individualized Reading

This pamphlet is designed to acquaint you with the AIRS Word Meaning component by including the following:

- An Overview of AIRS Word Meaning
- A Description of the AIRS Word Meaning and Dictionary Skills
- Excerpts from AIRS skill Categorizing
- AIRS Impact

An Overview

The Word Meaning component provides instructional materials that promote mastery of ten different vocabulary skills. The vocabulary component can be used in conjunction with any basal or as preparation for the next higher level in the AIRS Comprehension program.

The program is designed to expand the student's vocabulary by teaching words with which children at that level are unfamiliar. The words, taken from the most recently published vocabulary lists, are used in as many different contexts as possible. Learning of the vocabulary words is enhanced by writing the words being learned. The AIRS Word Meaning program also includes two levels of instruction (at Levels VII and VIII) in Dictionary Skills. As with other AIRS components, a student is expected to master each skill at a level before proceeding to the next level of instruction.

The Skills

The primary level student is introduced to the Word Meaning component through one skill at Level III and one skill at Level IV.

COLOR WORDS (Level III) — Recognizing and using eight primary color words.

MATCHING WORDS WITH PICTURES (Level IV)

Beginning in Level V and continuing through Level VIII, the following skills are taught at each level:

SYNONYMS — Recognizing and naming words with similar meanings.

COMPOUND WORDS — Constructing and dividing compound words as well as selecting appropriate compound words.

CATEGORIZING — Categorizing words under appropriate headings, identifying and naming categories.

PRONOUN REFERENTS — Recognizing to what or whom pronouns refer.

MULTIPLE MEANINGS — Choosing the correct meaning of a word from a list of meanings.

HOMONYMS — Choosing or supplying correct homonyms from lists of words that sound alike but have different meanings. (Levels V,VII, and VIII)

ANTONYMS — Recognizing and supplying words with opposite meaning.

APPROPRIATE MEANINGS/ANALOGIES — Choosing words that fit best in a given context and recognizing relationships between words. (Levels VI. VII. VIII)

The following skills are taught at Levels IX and X:

ANALOGIES - Determining the relationship between a pair of words and applying that relationship to another pair.

SEMANTICS - Recognizing the meaning of words in high interest categories.

CONTENT VOCABULARY - Understanding the definition and usage of words frequently found in mathematics, science, and social studies programs.

GENERAL VOCABULARY - Determining definition and usage of high frequency words.

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AIRS Instructional Levels

The chart below will help in selection of appropriate materials at various grade and instructional levels.

AIRS Levels

Grades	I	II	III	IV	V	VI	VII	VIII	IX	X
K	a									
1	r	a	a	a						
2		r	r	a	a	a	s			
3					r	a	a	s		
4						r	a	a	s	
5						r	r	a	a	s
6								r	a	s
7								r	a	a

s: superior a: average r: remedial

Steps to Mastery

Each skill at each level of instruction is taught for mastery. Each AIRS skill booklet is a self-contained mastery packet containing these four steps.

LESSON

Each lesson focuses on a single objective or task by introducing a strategy or technique and reinforcing that with examples and self-checking exercises.

FOLLOW-UP

This formative test is a feedback/diagnostic tool for assessing each student's understanding of the lesson. The Follow-Up is done independently and requires 80% for mastery.

PRACTICE SHEETS

The Practice Sheets (ten for each booklet) provide reinforcement and extensions of the skills taught in the lesson. They provide a variety of opportunities for the student to work with the words in many contexts, thereby increasing his/her vocabulary.

POST TEST

The final step in each skill booklet is a criterion-referenced post test using the words practiced in the booklet.

The Excerpts

The following pages contain excerpts from the AIRS Word Meaning skill booklet Level VII Categorizing.

The annotations highlight the steps taken and the techniques used to teach these vocabulary skills for mastery.

Representative pages from the Lesson, Follow-Up, Practice Sheets, and Post Test are shown in order to demonstrate how this skill and others in the Word Meaning component are taught, reinforced, and assessed.

Annotations are indicated by directional lines to specific reference points and by ✱ (asterisks) for general comments.

STRUCTURED LESSONS

ANDOVER'S INDIVIDUALIZED READING SYSTEM

The Prescription "Box" identifies the skill and the instructional level for this particular booklet. The Prescription "Box" also indicates the number of lessons, follow-ups, and practice sheets for each skill. A post test is the final step in each AIRS Word Meaning skill booklet.

AIRS

WORD MEANING

AIRS PRESCRIPTION

Area Word Meaning	Level VII	Skill Folder No. 3 Categorizing
No Lessons	No. Follow-ups	No. Practice Sheets
1	1	10
	Post Test	

NOTE TO TEACHER: One of the main purposes of this skill book is to enlarge the student's vocabulary. The student should be prepared to encounter unfamiliar words, and be told to use a dictionary when working in this booklet.

All AIRS Word Meaning booklets are non-consumable. irections throughout the program instruct the student o write his/her answers in a notebook.

NOTE TO STUDENTS AND TEACHER: Write all your answers in your notebook. Do not write in your skill folder.

NO PORTION OF THIS BOOKLET MAY BE REPRODUCED WITHOUT THE WRITTEN CONSENT OF THE TOWN OF ANDOVER.

© Andover's Individualized Reading System 1982, 1975

Andover Public Schools
Andover, Massachusetts 01810

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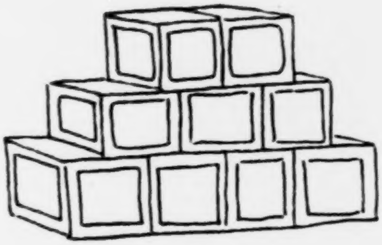
The Lesson is designed specifically to explain and teach the skill - in this case, ategorizing. The skill is defined first and then taught. The Lesson suggests a rategy for categorizing and explains the thinking that is required to utilize the trategy.

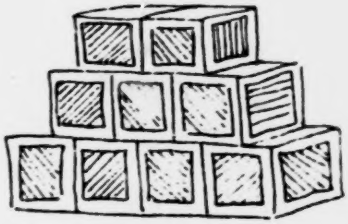
3. CATEGORIZING

Lesson

A category is the name that we give to a group of words or things that are the same in some way.

Look at the pictures of the blocks. All of the plain blocks are in one pile, and all of the striped blocks are in another pile. There are two groups or sets of blocks.





The blocks in each set are alike because of their design. One category would be plain blocks. Another category would be striped blocks.

3. CATEGORIZING

Lesson

Level VII

Look at the following list of words:

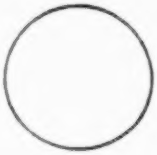
circle

rectangle

square

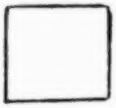
triangle

shape



A circle is a kind of shape.

A rectangle is a kind of shape.



A square is a kind of shape.

A triangle is a kind of shape.

Shape is the word that tells how the other words in the list are alike.

Identifying a category

Shape tells the category of the other words.

3. CATEGORIZING

Lesson

Level VII

Number your notebook 1 - 10. Look at the following lists of words. One word in each list is the name of the category to which all the other words belong. Write the words in your notebook. Check your answers at the bottom of the page.

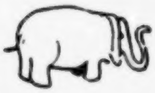
1. hummingbirds
   parrots
   birds
   gulls
   eagles

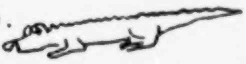
2. chatter
   hum
   growl
   sounds
   squeak

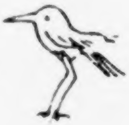
[illegible] at the following practices. Try to find the [illegible]ctures or words that do not fit into the category.

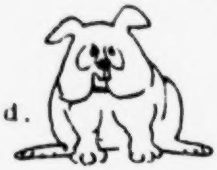
* The lesson creates a "dialogue" that serves as a guide for a teacher instructing a group or assists a student that is working through the skill booklet independently.

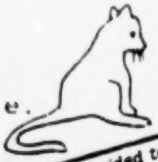
3. Which picture does not belong to a category of four-footed animals? Write the letter of that picture in your notebook.

a.


b.


c.


d.


e.


* Visual clues and images are provided to support the thinking process and the understanding of word meanings.

1. birds 2. sounds 3. c.

3. CATEGORIZING

4. If you were writing a story about your family you could use four of the following words. Which word would you be most likely not to use? Write the word in your notebook.

cousin daughter parents marry passenger

5. Look at the following words and pictures. Which one does not belong to the category of foods? Write the letter of your answer in your notebook.

a. potato

b. pineapple

c. light bulb

d. banana

e. meat

4. passenger 5. c

The Lesson contains self-checking exercises that allow the student to practice the categorizing skill just introduced. The answers provided give the student immediate feedback on his/her answers.

3. CATEGORIZING

Sometimes you will have to decide how a group of words or a group of phrases are alike.

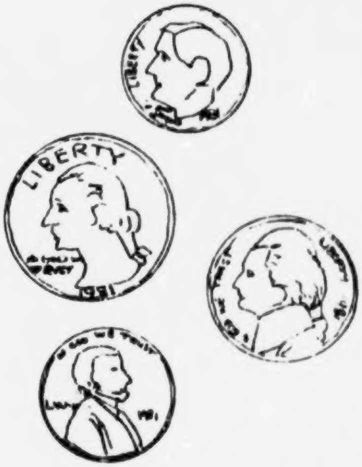
6. Read these words. Write the category that they share in your notebook.

dimes

quarters

nickels

pennies



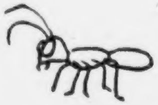
If you wrote money you are correct. All of the words are a kind of money. However, the word money could also mean dollar bills or other money made from paper. All of the above words (dimes, quarters, nickels, and pennies) are a different kind of money. They are coins. Money is too big an idea for the category. Coins is a better answer.

*. Again, the thinking process is modeled for the student. Both correct and incorrect responses are explained.

3. CATEGORIZING

Lesson | Level VII

7. Look at the following words and pictures.



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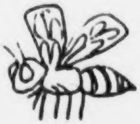
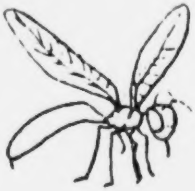
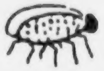


bee



wasp



ladybug

What category below is the best one for these words? Check your answer at the bottom of the page.

animals insects hornets

8. Read the following words. Can you find the one word that doesn't go with the others? Write the word that doesn't belong in your notebook. Check your answer at the bottom of the page.

fork knife spoon kettle

9. Can you think of a word that tells the category of the three words that do go together? Write that word in your notebook. Check your answer at the bottom of the page.

7. insects 8. kettle 9. silver (flatware)

With self-checking exercises, errors are unlikely to be repeated because misunderstandings are corrected immediately, while correct answers reinforce learning.

After the student completes the work in the Lesson, he/she completes the Follow-Up independently.

3. CATEGORIZING

Follow-Up

Directions: Number your notebook 1 - 14.
Read each group of words. Find the one word in each group that is the category of the other words. Write the word in your notebook.

1. swings
blocks
baseballs
toys
jump ropes

2. beavers
buffaloes
animals
mules
camels

3. automobile
bicycle
train
airplane
travel

4. bedroom
bathroom
kitchen
house
basement

5. bananas
apples
fruit
cherries
berries

3. CATEGORIZING

Follow-Up (continued)

Level VII

Read each set of words below. Think of a category for each set. Write the categories in your notebook.

6. golden
purple
scarlet
blue
red

7. mouth
throat
spine
chin
knee

8. Massachusetts
New York
California
Washington
Florida

Naming categories

9. northwest
south
southwest
northeast
west

10. sixteen
forty
thousand
twenty
hundred

This is a portion of a twenty question Follow-Up.

Find the one word that does not fit in the category. Write it in your notebook.

11. record
television
radio
tapes
dance

12. castle
prince
secret
queen
kingdom

13. quiet
snow
en
fro
iceberg

14. comics
funnies
tricks
address
joker

* The Follow-Up provides the teacher with a check on each student's understanding of the Lesson. No answers are provided for self-checking. The answers appear only in the teacher's Answer Key.

* A score below 80% indicates to the teacher that the lesson should be reviewed while doing the subsequent Practice Sheets.

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The Practice Sheets that follow the Lesson and Follow-Up provide opportunities o apply the skill with other words and categories.

3. CATEGORIZING

PRACTICE A-1

Directions: Number your notebook 1 - 10. Read each group of words. Find one picture that belongs with each group. Write the letter of the picture in your notebook.

1. horse
hoof
trot
spurs
barn

2. cabin
castle
skyscraper
cottage
hotel

3. cloth
thread
needle
thimble
pins

4. piano
drum
organ
flute
horn

5. football
coach
team
score
field

6. balloon
helicopter
eagles
butterflies
aircraft

7. child
fellow
husband
person
lad

8. octopus
whale
crabs
clams
mussels

9. cub
colt
lamb
kitty
puppy

10. bucket
brush
soap
mops
wax

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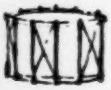
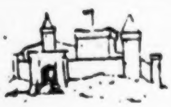
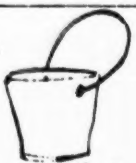
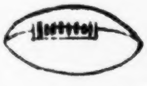
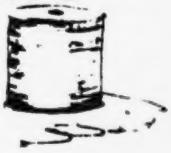
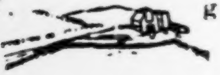
a. 

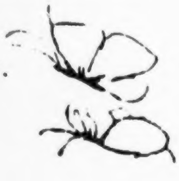
b. 

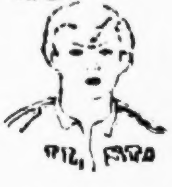
c. 

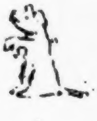
d. 

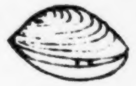
e. 

f. 

g. 

h. 

i. 

j. 

3. CATEGORIZING

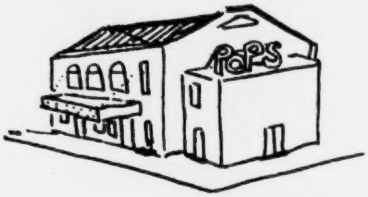
PRACTICE A-2

Level VII

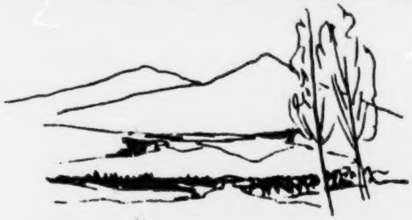
Directions: Look at the pictures and read the four story titles. Which words from the box do you think belong to each story? Copy the story titles in your book. Under each title write the words that go with the title.

Categorizing under appropriate heading

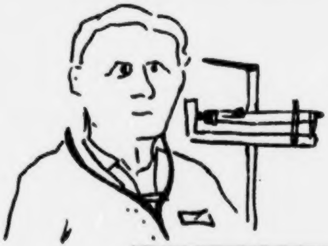
My First Concert



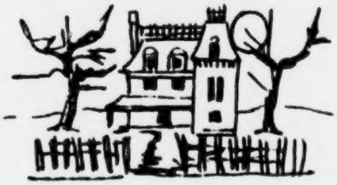
Our Trip to the Mountains



All About My Doctor



Halloween's Scariest Night



applauded
slopes
program
gasps
piano
medicine
trails
squeaking
canyon
music
patient
shadows
cliff
germs
hospital
treated
stage
scream
villages
drugs
audience
costume
wilderness
weird

3. CATEGORIZING

PRACTICE A-3
(continued)

7. How are a barn, a pen, and a stall alike? They are all places for ________________.

8. Which picture can go with this? Write its letter in your notebook.

9. How are a track, an engineer, and a station alike? They all go with a ________________.

10. Which picture can go with this category? Write its letter in your notebook.

11. How are waves, sand, and tides alike? They are all words about the ________________.

12. Which picture goes with this category? Write its letter in your notebook.

* The vocabulary words that are used are controlled so that the words are appropriate for a reader at that instructional level. The Living Word Vocabulary (Edgar Dale and Joseph O'Rourke) has been used as a primary resource for choosing meanings appropriate for each instructional level.

CALENDAR EVENTS JULY
TIME

3. CATEGORIZING

Post Test

Level VII

Number your notebook 1 - 5. Read each set of words. Find the one word in each set that names the category of the other words.

1. skyscraper
    castles
    buildings
    cottages
    hotels

2. cloth
    sew
    thimble
    thread
    needle

3. concert
    music
    applaud
    programs
    singer

4. bumper
    motor
    spare
    wheel
    automobile

5. turnips
    pumpkin
    onions
    vegetables
    carrots

✱. The Post Test is the last step in each skill booklet. Only words that have been used elsewhere in the Lesson, Follow-Up, or Practice Sheets are used in the Post Test.

✱. The teacher scores each student's Post Test. A score of 80% or above is considered mastery.

ANDOVER PUBLIC SCHOOLS
ANDOVER, MASSACHUSETTS

Standardized Test Results–Vocabulary

1979–1981

ANDOVER MEAN PERCENTILES
(NATIONAL AVERAGE=50TH PERCENTILE)

GRADE	1979	1980	1981
1	*	*	*
2	*	*	*
3	95	95+	95+
4	89	89	88
5	94	95	95
6	93	94	93

The achievement results above were measured by Educational Testing Service's STEP III/SCAT III test. The mean percentile scores above represent the results from the Vocabulary subtests of each test.

* The Circus Test used in grades 1 and 2 do not have a vocabulary subtest. The achievement tests used prior to 1979, SCAT II/SCAT III, did not have a Vocabulary subtest.

AIRS
WORD MEANING

Materials Price List

FOR CURRENT PRICES ON THESE MATERIALS, PLEASE REFER TO THE OUTLINED SECTIONS ON THE FOLLOWING PAGES.

For more information contact . . . . . .

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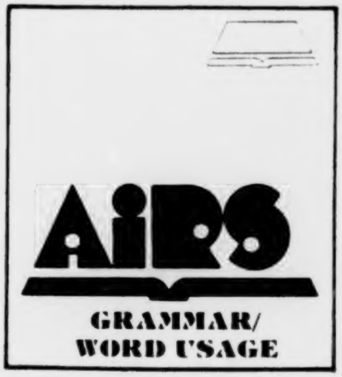
AIRS D/D Project
Andover Public Schools
Bartlet Street
Andover, MA 01810
(617) 470-3800 Ext. 419


AiRS
GRAMMAR/
WORD USAGE

Excerpt:

AIRS Grammar/Word Usage Component

ANDOVER PUBLIC SCHOOLS *ANDOVER, MASSACHUSETTS*

AIRS

GRAMMAR/
WORD USAGE

An Overview

As stated in the Foreword of each skill booklet, grammar is an arbitrary set of rules and conventions that govern how our English language is used. The AIRS Grammar/Word Usage component provides a convenient format for teaching that is consistent from level to level. The continuity of the program and the built-in review are designed to enhance the student's communication skills -- both written and oral.

The AIRS Grammar/Word Usage program is taught at Levels VII - X. There are five books in the program: one each for Levels VII,VIII, IX, IX-X, and X. All the books introduce new material as well as review previously introduced material except the Level X which only reviews material previously presented in Levels VII through IX-X.

Steps to Mastery

AIRS Grammar has one non-consumable skill book for each level of instruction. There are three parts to each lesson -- the lesson, group practice, and individual practice activities.

LESSONS

Each lesson concisely states the learner's objective and provides examples for meeting that objective. Practice exercises follow each objective.

GROUP PRACTICE

The Group Practice provides what the Follow-up does for AIRS Comprehension and Structural Skills components -- a check on the student's understanding of the lesson. These may be done either individually or as a group, but they should be corrected as a group to identify any students requiring further instruction.

INDIVIDUAL PRACTICES

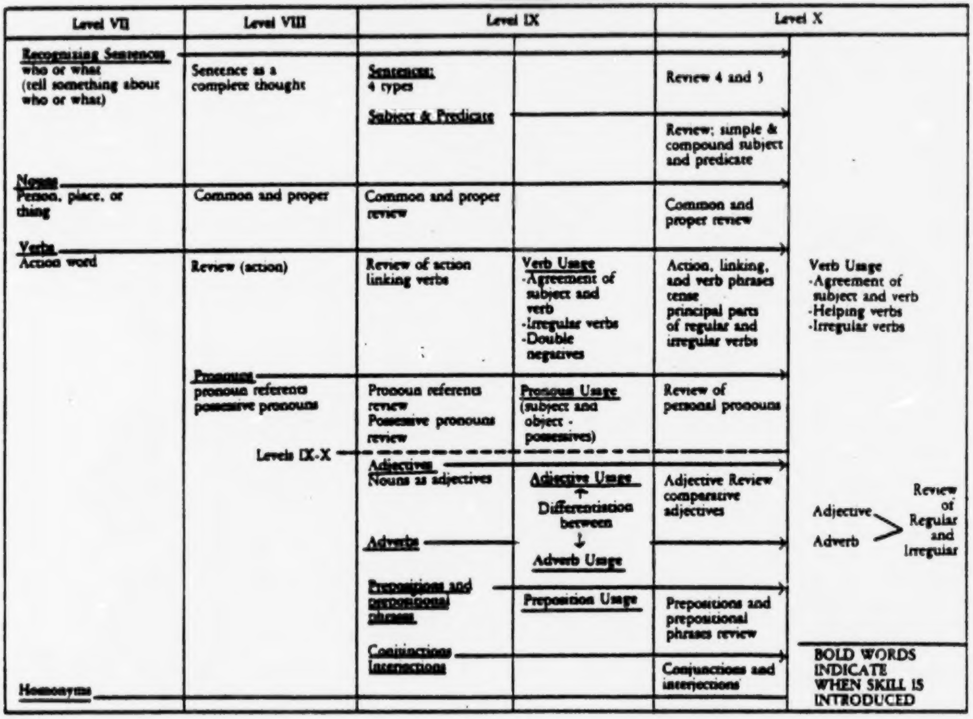
These reinforcement and enrichment activities are done individually by students.

The Skills

AIRS Grammar/Word Usage provides instruction in recognizing and writing sentences, recognizing and using parts or speech, and the correct use of homonyms. Verb, pronoun, adjective, adverb, and preposition usage are stressed in Levels IX and IX-X.

Shown below are the skills taught at each level of instruction.

GRAMMAR SKILLS - Scope and Sequence



Level VII	Level VIII	Level IX		Level X	
Recognizing Sentences who or what (tell something about who or what)	Sentence as a complete thought	**Sentences:** 4 types		Review 4 and 5	
		Subject & Predicate		Review; simple & compound subject and predicate	
Nouns Person, place, or thing	Common and proper	Common and proper review		Common and proper review	
Verbs Action word	Review (action)	Review of action linking verbs	**Verb Usage** -Agreement of subject and verb -Irregular verbs -Double negatives	Action, linking, and verb phrases tense principal parts of regular and irregular verbs	Verb Usage -Agreement of subject and verb -Helping verbs -Irregular verbs
	Pronouns pronoun references possessive pronouns	Pronoun references review Possessive pronouns review	**Pronoun Usage** (subject and object - possessives)	Review of personal pronouns	
	Levels IX-X				
		Adjectives Nouns as adjectives	**Adjective Usage** ↑ Differentiation between ↓ **Adverb Usage**	Adjective Review comparative adjectives	Adjective Adverb > Review of Regular and Irregular
		Adverbs			
		Prepositions and prepositional phrases	**Preposition Usage**	Prepositions and prepositional phrases review	
		Conjunctions **Interjections**		Conjunctions and interjections	BOLD WORDS INDICATE WHEN SKILL IS INTRODUCED
Homonyms					

The Excerpts

The following pages contain excerpts from the AIRS Grammar Level IX booklet.

LANGUAGE SKILLS

Pronoun Usage

The objective of each lesson is concisely stated.

Lesson 2 - Subject and Object Form

Learner's Objective: You will learn that

Some pronouns are used in the subject form.

EXAMPLE: He paid John.

The pronoun he is the subject of the sentence. You will remember that the subject of a sentence is that part about which something is being said.

Some pronouns are used in the object form.

EXAMPLE: John hit me.

The pronoun me is in the object form. The object of a sentence receives the action of the verb, or shows the result of the action. It answers the questions: "what" or "whom" after an action verb.

John hit whom? Me is in the object form because it answers that question.

A pronoun used as the object of a verb must always be one of these forms:

me	you	him	it
us	them	her	

Let's look at the forms of the pronouns about which we've learned. They can be easily seen in chart form.

LANGUAGE SKILLS

Pronoun Usage

Lesson 2 (continued)

	Subject Form	Possessive Form	Object Form
Singular -	I	my, mine	me
	you	your, yours	you
	he, she, it	his, her, hers, it	him, her, it
Plural -	we	our, ours	us
	you	your, yours	you
	they	their, theirs	them

An additional check on correct pronoun forms is to "play it by ear". Which of these sentences sounds right to you?

The objective or skill is taught in the lesson through clear, conversational explanations.

1. Him painted the boat.
2. He painted the boat.

You know that sentence 2 is right, of course. You would automatically say - He painted the boat. However, trouble sometimes comes when the pronoun is not by itself in a sentence. When the pronoun is used with another noun or pronoun, it is not so easy to "play it by ear". For example:

3. Him and his uncle painted the boat.

   What is wrong with sentence 3?

   The him in the sentence should be he.

   How can you tell?

   Drop "and his uncle" in sentence 3 and "play it by ear".

   You would never say - Him painted the boat.

   You would say - He painted the boat.

Therefore, the correct form is: He and his uncle painted the boat.

The Group Practice allows the teacher to check on how well the skill taught in the lesson is understood by each student.

LANGUAGE SKILLS

Pronoun Usage

Group Practice #5

Directions: In the following 15 sentences, decide which is the right pronoun by first testing each pronoun by itself. Number your notebook from 1 to 15, and write your answers in your notebook.

EXAMPLE: John and (I, me) work at the market. (I)

1. Ben wrote to Fran and (I, me).
2. He gave the money to Ted and (I, me).
3. Yesterday his son and (him, he) went fishing.
4. Mrs. Burns told Gretchen and (I, me) her new address.
5. Tomorrow Anne and (she, her) will leave for camp.
6. Janet asked Steve and (I, me) to a party.
7. Mrs. Richards sent Sam and (he, him) to the library.
8. Grandmother sent Jim and (I, me) to the store.
9. Walt, Dick and (I, me) showed the class a new way to tie knots.
10. Jack, Bob, and (he, him) are avoiding Jane, Pat, and (I, me).
11. (We, Us) and Uncle John had a good time at the circus.
12. The policeman stopped (they, them) and (we, us) on the same day.
13. The teacher praised John and (I, me).
14. My dog and (I, me) went for a walk.
15. (She, Her) and her sister called Jim and (I, me).

The Group Practice can be done independently or as a group. Correcting as a group allows for discussion about areas of difficulty or confusion.

The Practices which are done individually by students reinforce the objective by providing time-on-task using the skill.

LANGUAGE SKILLS

Pronoun Usage

Practice #6

Directions: Read the following ten sentences. Decide which pronoun should go in the blank - I or me. Remember, when you have made your choice be sure to test each pronoun by itself to "hear" how the sentence sounds.

Number your notebook from 1 to 10, and write your answers in your notebook.

1. Mom paid my sister and __________ a dollar apiece to mow the lawn.
2. The first day of school Joan and __________ were scared.
3. Our lost dog was so happy to find Mom and __________.
4. After leaving a message for Jill and __________, Dad left for the country.
5. Our teacher put Tom and __________ in charge of collecting the money.
6. Neither Dick nor __________ knew how to ski.
7. Both Mary and __________ love tennis.
8. The ball landed on the ground between Mark and __________.
9. My big brother and __________ were all alone in the house.
10. To Betty and __________, the directions sounded crazy.

AIRS

GRAMMAR/
WORD USAGE

Materials Price List

All Grammar/Word Usage materials are NON-CONSUMABLE.

FOR CURRENT PRICES ON THESE MATERIALS, PLEASE REFER TO THE OUTLINED SECTIONS ON THE FOLLOWING PAGES.

For more information contact . . . . .

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AIRS

CAPITALIZATION
PUNCTUATION

Excerpt:

AIRS Capitalization/Punctuation Component

ANDOVER PUBLIC SCHOOLS *ANDOVER, MASSACHUSETTS*

AN OVERVIEW

This newly revised AIRS component is designed to give practice in using the basic rules of capitalization and punctuation. The AIRS "Cap & Punc" approach is a cumulative one in that rules introduced in a level are reviewed and practiced throughout that level and are reinforced at subsequent levels.

STEPS TO MASTERY

The Capitalization/ Punctuation workbook at each level is comprised of a series of Units. Each Unit introduces one or more generalizations. Every Unit contains these steps to mastery:

RULES

The Rules segment presents one or more rules, or generalizations, and includes examples for each rule.

RULE PRACTICE

The Rule Practice segment provides specific practice for each rule just introduced.

RULE APPLICATION

This practice requires the student to edit sentences employing all rules introduced to that point. The teacher reads the sentences aloud as the students edit them for punctuation and capitalization. (This read-aloud method insures that student acquisition of capitalization and punctuation skills is unimpeded by reading difficulties which are addressed separately.) Each section has 10 sentences for dictation.

ENRICHMENT ACTIVITIY

Suggestions for creative writing, enrichment, and game activities are provided in this segment.

SKILL PRACTICE

The Skill Practice sentences, like the Rule Application sentences, are designed to provide additional reinforcement. They can be done either in class or as homework. Each section typically has 10 sentences.

SUPPLEMENTARY EXERCISES

Additional exercises are provided for each unit and are to be used by the student when further practice is required. These exercises appear at the end of the skillbook.

UNIT REVIEW

The final segment of each unit is a review which requires the student to use all the rules introduced to that point. A student is expected to get 80% mastery on the review.

POST TEST

The Post Test is used after the completion of all units. It requires the student to use all of the rules introduced in the level. An 80% score is required for mastery.

THE SKILLS

The skills that are taught and practiced in the AIRS Capitalization/Punctuation component are shown in this level-by-level scope and sequence chart.

AIRS Capitalization/Punctuation Skills

Scope and Sequence

AIRS Level VII		AIRS Level VIII		AIRS Level IX		AIRS Level X	
Capitalization	Punctuation	Capitalization	Punctuation	Capitalization	Punctuation	Capitalization	Punctuation
First word of sentence	End of sentence and quote	First word of sentence	End of sentence and quote	First word of sentence	End of sentence and quote	First word of sentence	End of sentence and quote (.?!)
				First word in a line of poetry		First word in a line of poetry	
Names, I, initials, titles	Period: initials, abbreviations	Names, I, initials, titles	Period: initials, abbreviations	Names, I, initials, titles	Period: initials, abbreviations	Names, I, initials, titles	Period: initials, abbreviations
		Family relationships as names*		Family relationships as names		Family relationships as names	
Months, days	Comma: dates, addresses, direct address, items in series, friendly letter, quotes	Months, days	Comma: dates; addresses; *after yes, no, etc., beginning of sentences; direct address; items in series; *too meaning also; friendly letters; quotes	Months, days	Comma: dates; quotes; addresses; after yes, no, etc., beginning of sentences; direct address; items in a series; too meaning also; *appositive; *common expressions; *compound sentences; letters	Months, days	Comma: quotes; dates; addresses; after yes, no, etc. at beginning of sentence; direct address; items in a series; too meaning also; common expressions; appositives; compound sentences; letters
Countries		Geographical names		Geographical names		Geographical names	
		*Nationalities as school subjects		Nationalities, languages		Nationalities, races, languages, *religions	
		*Organizations		Organizations		Organizations	
				*School courses		School courses	
First word in quote	Quotations: exact words; placement(.,?)	First word in quote	Quotations: exact words; placement(.,?)	First word in quote	Quotations: exact words; placement (.,?)	First word in quote	Quotations: exact words; placement (.,?) *special words; *titles, songs, etc.
Friendly letter format		Letters		Letters	*Colon: business letters	Letters	Colon: business letter,
Addresses		Addresses		Adresses		Addresses	*Apostrophe: contractions; plurals (#'s, etc.) joint, individual ownership

*Rule introduced at this level.

THE EXCERPTS

The following pages contain excerpts from the Level X Capitalization/Punctuation workbook.

BEST COPY AVAILABLE

UNIT 5

Level X

Rules

Rule 20. Use a comma to set off words or phrases not necessary to the meaning of the sentence (parenthetical expressions).

Examples: Snowmobiles, however, need to be driven with care.

A snowmobile driver, of course, must be constantly alert.

Driving on thin ice, for example, can be a real safety hazard for snowmobiles.

The rules introduced in each unit are always "boxed" in. Examples are provided to model the use of the rule for the student.

Rule 21. A comma is usually used to set off words or phrases that explain the word they follow. These words or phrases give additional information about an already identified subject.

Examples: The antique car, a 1929 Ford, was on display at the museum.

Our teacher, who used to live in Africa, tells us fascinating stories.

Jim West, our Student Council Representative, explained the paper drive.

(The above sentences would make sense without the explanatory phrases.)

However, commas are not used to set off words or phrases which are necessary to the meaning of the sentences.

Examples: The movie Star Wars was an enormous success.

Read the article"The Energy Crisis in North America"by next Wednesday.

Students who are on the hockey team may leave at 2:30 on Fridays.

(The above sentences would be meaningless without the following words or phrases: Star Wars,"TheEnergy Crisis in North America," or "who are on the hockey team." Without them, one would not know which movie, which article, or which students are being discussed.

Rule 22. Use a comma between two complete thoughts joined by and, but, or, nor, or for.

Examples: The boys were eager to practice, but the rain storm stopped them.

Jane washed the dishes, and Mary finished the rest of the kitchen work.

Brian cleaned his room but didn't leave in time. (Note: A comma is not used because "didn't leave in time" is not a complete thought.

Rule Practice

Use **Rules 20 – 22** to complete the following exercises.

Rule 20. Place commas where they are necessary in the following sentences.

A. Poison ivy however is a poisonous plant.

B. My mother is home by now I think.

C. Naturally I'll be there on both nights.

D. John on the other hand is tall for his age.

Rule 21. Use commas correctly in the following sentences.

A. John Adams our second president was the subject of a recent TV series.

B. The record album a rare jazz classic melted in the sunlight.

C. John Lennon the oldest of the Beatles was a poet and a song writer.

Rule 22. Use commas correctly in the following sentences.

A. Help her or she'll drown!

B. John won the blue ribbon for the broad jump and Mary got a second in the fifty-yard dash.

C. I do not permit the chewing of gum nor do I allow eating in the classroom.

D. Helmets must be worn by motorcycle riders for they often prevent head injuries.

In this segment, the student is asked to use each of the rules just introduced. In each sentence, only a new rule is practiced. All other capitalization or punctuation is provided.

UNIT 5
Level X

Rule Application

Rules 1 - 22. As the following sentences are read, insert the correct punctuation. When they are read again, capitalize the words that should be capitalized.

Students are now asked to utilize all of the rules introduced to this point.

1. did dr ames go to puerto rico for his christmas vacation
2. yes he and mrs ames left chicago on december 15 at 9:00 p m
3. it was on april 19 1775 that paul revere an american patriot made his famous ride
4. yes dad i'll be glad to give judge brown your message
5. the maynard school p t o will have a meeting on friday january 2 at 8:00 p m
6. is russian harder to write than french professor lasky
7. of course i'll have to pass geometry before i can take algebra II
8. my brother john a famous scientist returned from europe and bought a house at 8 juniper lane clifton new jersey
9. no mom mondays and thursdays are easy for i don't have french or math on either day
10. the trillium a three-leafed plant is found in both north america and asia

Teachers are encouraged to read these sentences to the students so that they can hear the intended meaning of the sentences. This process reinforces the importance of using correct capitalization and punctuation for conciseness and clarity.

UNIT 5
Level X

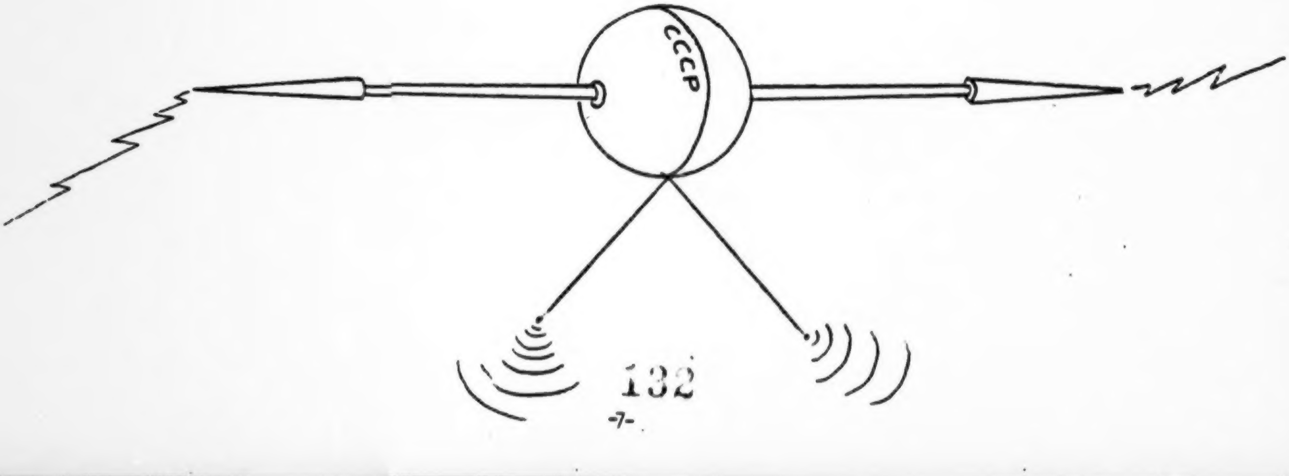
The enrichment activities provide opportunities for students to put their capitalization and punctuation skills to use. The suggestions for enrichment vary with each unit. Creative writing, research, and game activities are among the suggestions that are made. The enrichment activities can be modified or extended to meet students' needs.

Enrichment Activity

Without parenthetical expressions, our writing would not be as interesting or as informative as it can be. We receive a lot of valuable information from the words contained between commas following the subject in a sentence!

The following sentences are about subjects that might be well-known to some people and totally unknown to others. Add a parenthetical expression to each that will explain the subject and make it more interesting.

1. The World Trade Center, ______________________________, is in New York City.
2. Sputnik, ______________________________, means "fellow traveler."
3. After reading about Madame Curie, ______________________________, I decided to study science.
4. Veteran's Day, ______________________________, is a school holiday.
5. I went to the Grand Canyon, ______________________________, last summer
6. Boxing Day, ______________________________, is celebrated in England.
7. I think baklava,______________________________, is delicious.
8. An Australian airlines uses the koala,______________________________, as its symbol.



UNIT 5
Level X

Skill Practice

Use **Rules 1 - 22** to correct the following sentences.

1. peter and jack however are going to graduate this year
2. the Intrepid winner of the america's cup in 1967 is a sloop
3. believe me i don't know how this could have happened
4. mary does not enjoy skiing nor does she like to skate
5. king midas an ancient king was said to have the power of turning all he touched to gold
6. i don't know how we can lose for we've tried so hard
7. the cheetah the fastest animal on earth is sometimes called a hunting leopard
8. i love to ski and my sister loves to skate
9. john in my opinion is best suited for the job
10. mary is a good skater but beth is a fantastic one

These sentences provide additional practice for the student in using all of the rules introduced to this point. This cumulative form of practice provides valuable review for the student throughout the year.

Additional exercises are provided for each unit and are to be used by the student when further practice is required.

Unit Review

Use **Rules 1 - 22** to correct the sentences in the following paragraphs.

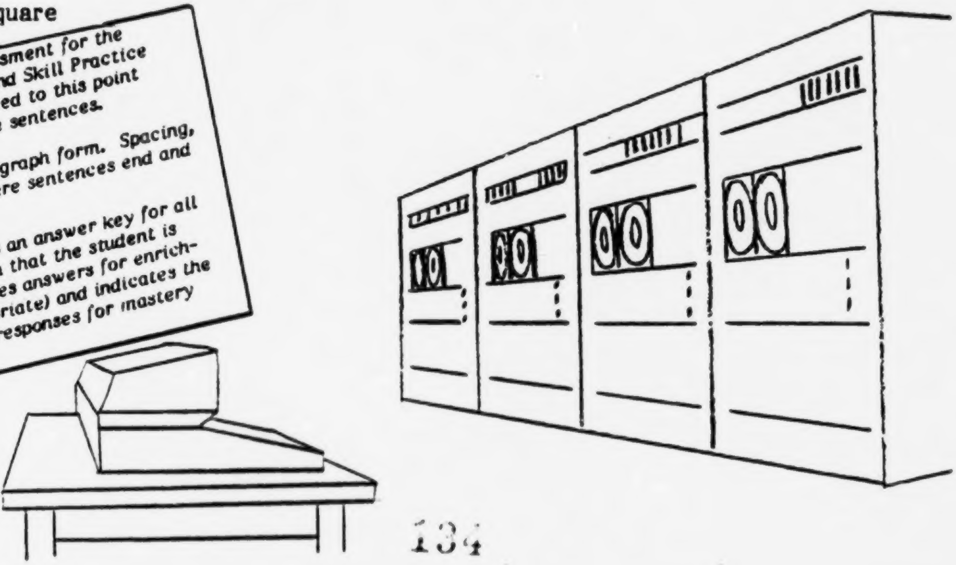
computers a word which everyone recognizes were not even in existence before this century began in fact anyone alive today who is a grandparent probably hadn't even seen a computer during all the years he or she was in school the length of time computers have been in use is short in comparison to many other kinds of machines but the changes they have produced are significant the way in which banks keep track of their deposits for example is one area where computers have made the calculations done by bank tellers easier and error-free the u s census bureau which keeps records of the country's population couldn't be as accurate or do its work as quickly without computers

one of the first computers developed in 1954 was so big that it occupied a room of over one thousand square feet a modern one capable of completing the same operation can easily fit on a desk or small tabletop amounts of information that could fit only if a computer had thousands of feet of circuits can now be put on a surface 1/4 inch square

he Unit Review serves as an assessment for the nit. As in the Rule Application and Skill Practice segments, all of the rules introduced to this point must be used to correctly edit the sentences.

The Unit Review appears in paragraph form. Spacing, however, is used to indicate where sentences end and begin.

The Teacher's Manual provides an answer key for all capitalization and punctuation that the student is required to do. It also provides answers for enrichment activities (when appropriate) and indicates the required number of correct responses for mastery of each Unit Review.



CAPITALIZATION
PUNCTUATION

Materials Price List

FOR CURRENT PRICES ON THESE MATERIALS, PLEASE REFER TO THE OUTLINED SECTIONS ON THE FOLLOWING PAGES.

For more information contact . . . . . .

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AIRS
INDIVIDUALIZED
READING

Excerpt:

AIRS Individualized Reading Component

1985

ANDOVER PUBLIC SCHOOLS *ANDOVER, MASSACHUSETTS*

AIRS PROJECT FORM #18

NOTE: The following four pages were excerpted from the AIRS Teacher Handbook. Annotations have been added for those inquiring about the Individualized Reading component of AIRS.

Overview of AIRS Individualized Reading Component

The AIRS program has two major goals:

-to teach basic reading and writing skills for mastery

-to foster an enjoyment of literature

The AIRS Individualized Reading (I.R.) program provides an opportunity for the enjoyment of literature and at the same time reinforces and applies the reading and writing skills taught in the AIRS skills components. The I.R. program encourages self-inquiry, self-selection, individual pacing, and self-evaluation.

There are two elements to the AIRS Individualized Reading program - individualized reading and free reading.

Individualized Reading - Classroom and school library books (trade books or kits) are selected by students for reading and follow-up activities. The follow-up activities stress literature appreciation, personal interpretation, and creative writing. The student completes each individualized reading project with a conference with his/her teacher.

Free Reading - Free reading employs trade books (read in school or at home), magazines, and newspapers. No specific follow-up activities are assigned, however.

1. Individualized Reading Guide $2.75

This booklet provides a rationale for an I.R. program, describes a basic framework for an effective managesystem, answers commonly asked questions about the I.R. program, and suggests a variety of follow-up activities and individualized reading projects.

2. General Individualized Reading Cards

These activity cards, which can be used with any trade books, are designed to reinforce AIRS Comprehension skills. Subjective questions which involve relationships, personal interpretation, and feelings are posed. The Comprehension skill being reinforced is indicated in the upper right hand corner of each card. The cards have been developed for four different levels of instruction:

General Card Lower Primary	(20 cards)	*$4.50*	*See Samples on Pages 5 & 6*
General Card Upper Primary	(20 cards)	*$4.50*	
General Card Intermediate	(20 cards)	*$4.50*	
General Card Après (Enrichment) AIRS	(10 cards)	*$3.25*	

3. Specific Title Cards for Primary & Intermediate Students

In addition to the general activity cards, AIRS has developed activity cards for specific titles. These cards give students the opportunity to express their opinions as well as answer subjective questions. The cards have been developed for two levels:

Specific Title Primary Cards	*$6.00*	*See list of Titles and Samples on Pages 7-10*
Specific Titles Intermediate Cards	*$12.00*	

Record Keeping

Various simple record keeping systems are used by teachers with the I.R. program. The record keeping typically consists of notes taken at the time of the student's I.R. conference. The information generally kept consists of the book title and author, date of conference, and any comments or observations noted by the teacher as a result of the conference.

Some teachers have found index cards to be useful. Others feel that loose-leaf notebooks or file folders are practical aids in maintaining this information.

Questions and Answers About AIRS Individualized Reading Component

The AIRS Individualized Reading Guide has a section devoted to Questions Pertinent to I.R. See pages 7-9 of the Individualized Reading Guide.

Note: Please see the Appendix for a Sample Weekly Language Arts Schedule.

Andover's Individualized Reading System

A Sample Weekly Language Arts Program Schedule for Grades 4 - 5 - 6

	# Min.	Mon.	Tues.	Wed.	Thurs.	Friday
Phonics Word Recognition	0					
Comprehension	120	40	40		40	
Dictionary Word Meaning	50	20		30		
Indiv. Reading Literature	120			60		60
Writing Skills	90			30	20	40
Spelling Lists	110	10				10
Structural Skills			40		40	10
Handwriting	20	20				
Cap/Punc Grammar	90	30	40		20	
TOTALS	600	120	120	120	120	120

NOTES

The times given are approximate times. For example, in grade 4 and at the beginning of grades 5 and 6 more time may be needed for Handwriting. As the year progresses handwriting may be stressed as part of the Structural Skills dictation process. Likewise, Capitalization/Punctuation Skills may be stressed in writing assignments.

At all levels Capitalization/Punctuation and Grammar are done alternately. One week or more on Capitalization/Punctuation followed by a period of time on Grammar.

Word Meaning skills, per se, may not be done every week but Word Meaning activities would be done as part of the IR/Literature programs.

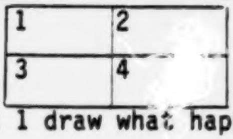
IR/Literature is also done when students finish skill assignments.

Since the grade 6 Structural Skills program is a review of the rules learned in the previous three grades, grade 6 students spend less time on Structural Skills and more time on Writing Skills than students in grades 4 and 5.

Students new to the program or those reading below grade level would spend more time on comprehension and less time on grammar. Part of the literature portion of their program would be structured. (See AIRS II Schedule.)

Primary Card 10 Levels VI, VII
AIRS Skill
(Following Directions), (Sequence)

1. Copy the following:
2. Write the name of your book, the author of your book, and the name of the illustrator if there is one.
3. Get a piece of drawing paper. Fold it into four (4) parts like this:



Number each part.

In box 1 draw what happened first in the story.

In box 2 draw what happened next in the story.

In box 3 draw what happened last in the story.

In box 4 write your name and the name of the book.

Be sure to make good drawings and to color your work neatly.

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AIRS
INDIVIDUALIZED
READING

AIRS
INDIVIDUALIZED
READING

Upper Primary Card 2
Personal Interpretation
(News Reporter)

Name of Book ____________________

Author ____________________

1. Pretend you work for your local newspaper. You have been sent out to "cover" something that is happening. Use the story you just read and pretend you will "write-up" what happened in the story for your newspaper. Make it exciting!
2. Think up a good headline.
3. Now pretend you are a camera! Draw a picture to illustrate the part of this story that you think people might like to see in the newspaper.
4. Check your work and hand it in to your Editor-in -Chief.

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1. Copy the following: Intermediate Card 15 Levels VIII-IX-X
   AIRS Skill
   (Character Analysis)
2. Write the name of your book, the author of your book, and the name of the illustrator if there is one.
3. Choose one character from the book. Write a complete character sketch of him/her. In a good, clear paragraph or two help us to really understand this character. Avoid words such as "nice", "good", etc.
4. Now write a complete physical description of this character. This will tell us how he/she looked, and help us to see him/her.
5. Draw a sketch of this person if you wish.

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AIRS
INDIVIDUALIZED
READING

---

1. Copy the following: APRÈS AIRS Card 9
   AIRS Skills
   (Main Idea) (Sequence)
2. Write the name of your book, the author of your book, and the name of the illustrator if there is one.
3. In a concise, sequential paragraph, retell the salient (look it up!) points of the story.
4. Write one good, clear sentence which you feel adequately expresses the subject of the book.
5. Write three things that happened in the story that you consider to be details which support the main idea.

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ANDOVER'S INTEGRATED READING SYSTEM

Individualized Reading/Literature Cards

Primary Level

(20+ New Specific Title Cards)

The Adventures of Spider. Arkhurst, Joyce Cooper.

Anansi, the Spider. McDermott, Gerald.

Charlie and the Chocolate Factory. Dahl, Roald.

Charlie and the Great Glass Elevator. Dahl, Roald.

Charlotte's Webb. White, E. B.

The Cricket in Times Square. Seldon, George.

Down the Mississippi. Bulla, Clyde Robert.

Eleanor Roosevelt. Graves, Charles P.

Farmer Boy. Wilder, Laura Ingalls.

Freckle Juice. Blume, Judy.

The Great Cheese Conspiracy. Van Leeuwen, Jean.

The Great Christmas Kidnapping Caper. Van Leeuwen, Jean

Helen Keller. Graff, Stewart and Polly Ann.

Kilroy and the Gull. Benchley, Nathaniel.

Little House in the Big Woods. Wilder, Laura Ingalls.

Little House on the Prairie. Wilder, Laura Ingalls.

Pippi Longstockings. Lindgren, Astrid.

Ramona the Pest. Cleary, Beverly.

Ribsy, Cleary, Beverly.

Sounder. Armstrong, William.

Stuart Little. White, E. B.

Superfudge. Blume, Judy.

A Toad for Tuesday. Erickson, Russell E.

A Wrinkle in Time. L'Engle, Madeline.

Helen Keller: Toward the Light. Stewart and Polly Anne Graff.

Vocabulary

1. arbor (8)
2. whinny (8)
3. vibration (12)
4. rumble (17)
5. intelligent (17)
6. wit (31)
7. braille (34)
8. lecture (50)
9. themes (52)
10. sympathy (69)
11. increase (77)

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Helen Keller: Toward the Light. Stewart and Polly Anne Graff.

Comprehension Check

1. Who do you think was the most important person in Helen Keller's life? Why?
2. Name some of the other people who helped Helen overcome her handicaps. How did each one help her?
3. What was the special lesson learned by Helen that she passed on to others?
4. Why do you think Helen Keller became so famous?

Optional Activities

1. Do a research project on the braille alphabet. Try to write a brief message using braille.
2. Imagine your life as a handicapped person. Write a story about what your goals for your life would be and how you would accomplish them as a handicapped person.

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Individualized Reading/Literature Cards

Intermediate Level

A Gift of Magic. Duncan, Lois.

All of a Kind Family. Taylor, Sydney.

Amos Fortune, Free Man. Yates, Elizabeth.
(Amos) (Historical Context)

Around the World in Eighty Days.
Verne, Jules.

Banner in the Sky. Ullman, James.

The Black Cauldron. Alexander, Lloyd.
(Plot) (Magic)

The Book of Three. Alexander, Lloyd.

Call it Courage. Sperry, Armstrong.

The Castle of Llyr. Alexander, Lloyd.

Charlotte's Web. White, E. B.

Chocolate Fever. Smith, Robert Kimmel.

Constance. Clapp, Patricia.

The Enormous Egg. Butterworth, Oliver.

Firestorm. Gee, Maurine R.
(Character) (Fire)

The Flight of the Doves. Mackin, Walter.

The Great Christmas Kidnapping Caper.
Van Leeuwen, Jean.

Harriet the Spy. Fritzhugh, Louise.
(Harriet) (Spy)

Henry Reed, Inc. Robertson, Keith.

Higher than the Arrow. Van Der Veer, Judy.

Homer Price. McCloskey, Robert.

The Horse and His Boy. Lewis, C.S.

The House of Wings. Byars, Betsy.

In a Mirror. Stolz, Mary. (Bessie)

Irving and Me. Hoff, Syd.
(Artie) (Characters and Plot)

Island of the Blue Dolphins. O'Dell, Scott.

I, Trissy. Mazer, Norma.
(Trissy) (Reader Viewpoint)

The Lion, the Witch, and the Wardrobe.
Lewis, C. S. (Plot) (Characters)

Little Women. Alcott, Louisa May.

The Long Secret. Fritzhugh, Louise.

Louisa May Alcott. Clover, Anne.

Marv. Sachs, Marilyn.

Meaning Well. Cole, Sheila R.

Miss Osborne-the-Mop. Gage, Wilson.

The Mouse and the Motorcycle.

Mr. Popper's Penguins. Atwater,
Richard and Florence.

My Side of the Mountain. George, Jean.

One More Flight. Bunting, Eve.

Otherwise Known as Sheila the Great.
Blume, Judy.

Prince Caspian. Lewis, C. S.

Roller Skates. Sawyer, Ruth.
(Lucinda) (Plot)

The Saturdays. Enright, Elizabeth.
(Randy, Oliver)

The Secret Garden. Burnett, Frances Hodgson.

Sing Down the Moon. O'Dell, Scott.
(Historical Context) (Indian Girl)

Snow Treasure. McSwigan, Marie.
(Plot) (Interpretation)

Sounder. Armstrong, William H.

Stormy. Henry, Marguerite.
(Misty and Stormy) (Storm)

Stormy. Kjelgaard, Jim. (Allan) (Stormy)

Summer of the Swans. Byars, Betsy.

Tales of a Fourth Grade Nothing.
Blume, Judy.

A Taste of Blackberries. Smith,
Doris, Duncan.

What's for Lunch, Charlie? Hodges, Margaret.

A Wind in the Door. L'Engle, Madeline.

The Wind in the Willows. Grahame, Kenneth.

The Witch of Blackbird Pond.
Speare, Elizabeth George.

AIRS
INDIVIDUALIZED
READING

McSwigan, Marie. Snow Treasure. (Interpretation)

Answer in complete sentences:

1. Why do you think some of the Germans try to be friendly to the children?
2. Why is it so important that the children say absolutely nothing to the Germans?
3. How to you think you would feel if you were one of the children taking gold to the Snake?
4. Does the fact that this story really happened make a difference in your feelings about the book? Explain.

Be prepared to discuss at conference:

1. How do the Norwegians keep the school closed so the children are able to make their sled runs?
2. In your opinion, who is (or what people are) in the greatest personal danger?

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AIRS
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McSwigan, Marie. Snow Treasure. (Plot)

Answer in complete sentences:

1. Why did the Norwegians want to send their gold to America?
2. How did the weather help them?
3. Why was the help of the children so necessary?
4. Why did the children build snowmen over the hidden gold?

Think about before conference:

1. Why had the Germans in Poland taken Jan Lasek's passport away from him? Be sure you know what a passport is.
2. Why was Jan Lasek the only person who could rescue Peter? There are at least two reasons.

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AIRS

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NATIONAL DIFFUSION NETWORK VALIDATED PROGRAMS

Becoming a Nation of Readers, the recent report of the National Commission on Reading of the U.S. Department of Education, has made the following 17 recommendations based on extensive research on reading.

The Regional Laboratory for Educational Improvement of the Northeast and Islands has plotted 31 nationally validated programs to indicate how they address these recommendations. The pre-reading and reading programs used in the Andover Schools have been excerpted from that chart to show how our programs address the recommendations.

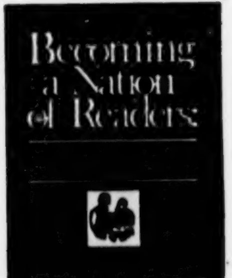
The Commission recommends that the teaching of Phonics should be completed at the end of second grade. The AIRS program meets this goal. The 1986 Economy Series meets this goal.

AIRS teachers devote 2 hours a week to Comprehension instruction.

The Commission recommends 2 hours a week be spent on independent reading. AIRS devotes 2 hours a week to Individualized Reading/Literature. All Follow-Up activities involve writing answers to subjective questions which involve relationships, feelings, and personal interpretation.

The AIRS lessons provide strategies for teaching skills and concepts.

Yearly assessments of grades 3, 6, and 8 are conducted.


Becoming a Nation of Readers

RECOMMENDATIONS

		Early Prevention of School Failure (Grades Pre-K, K & 1)	AIRS: Andover's Integrated Reading System (Grades 1-6)
1	Parents should read to preschool children and informally teach them about reading and writing.	●	●
2	Parents should support school-aged children's continued growth as readers.	●	
3	Preschool and kindergarten reading readiness programs should focus on reading, writing, and oral language.	●	
4	Teachers should maintain classrooms that are both stimulating and disciplined.	●	●
5	Teachers of beginning reading should present well-designed phonics instruction.	●	●
6	Reading primers should be interesting, comprehensible, and give children opportunities to apply phonics.		●
7	Teachers should devote more time to comprehension instruction.		●
8	Children should spend less time completing workbooks and skill sheets.	●	●
9	Children should spend more time in independent reading.		●
10	Children should spend more time writing.	●	●
11	Textbooks should contain adequate explanations of important concepts.		●
12	Schools should cultivate an ethos that supports reading.	●	●
13	Schools should maintain well-stocked and managed libraries.		●
14	Schools should introduce more comprehensive assessments of reading and writing.		●
15	Schools should attract and hold more able teachers.		
16	Teacher education programs should be lengthened and improved in quality.		
17	Schools should provide for the continuing professional development of teachers.	●	●

THE READING COMMISSION'S REPORT TO PARENTS

It is up to parents to lay the foundation for learning to read. The best way to do this, according to the Commission, is to read aloud to children. This is especially important during the pre-school years. The benefits are greatest when the child participates by discussing stories, learning to identify letters and words, and talking about the meaning of words.

One way parents can get their children hooked on books is by reading stories that interest them. Preschoolers especially enjoy hearing the same story read over and over again.

The Commission suggests parents discuss the story by asking thought-provoking questions (such as "Why did you enjoy the story?") rather than "yes" or "no" questions. In-depth questions require children to use their memories, reflect on experiences, learn to give detailed descriptions and tell complete stories. All of these abilities help a child learn to read.

The Commission also recommends that parents, like teachers, encourage independent reading by planning weekly visits to the library, suggesting reading as a leisure time activity, or setting aside an established reading hour every day. Research shows that children who are avid readers come from homes in which reading is encouraged.

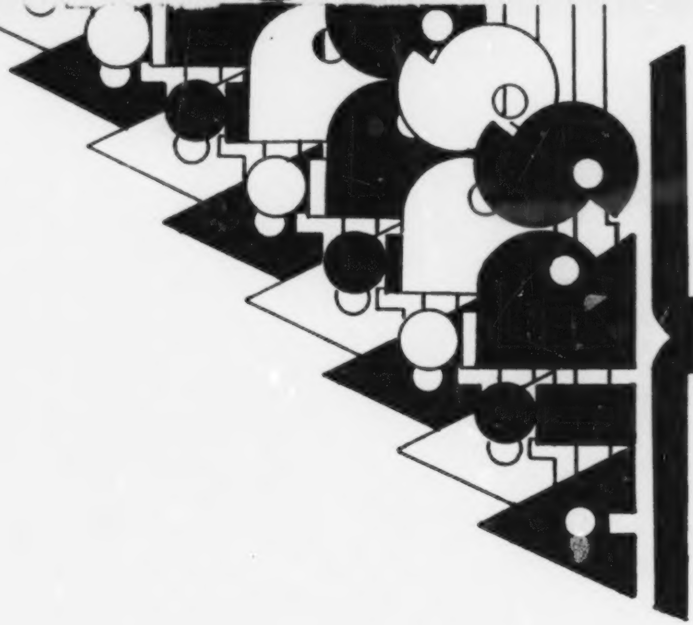
AIRS

Developer Demonstrator Project

ANDOVER PUBLIC SCHOOLS ANDOVER MASSACHUSETTS 01810

Mastery Learning Materials
Reading/Language Arts

Non-Profit Organization
U.S. Postage
PAID
Permit No. 62
Andover, MA 01810



Developer Demonstrator Project

AIRS

HISTORY

AIRS, Andover's Integrated Reading System, was developed by the Reading Specialists of Andover's elementary schools to meet the needs of a full range of students reading at the first through eighth grade levels.

It provides quality education by promoting:

- consistency of curricula throughout the system
- competence in teaching skills for mastery
- student enjoyment of literature
- significant growth in reading scores

Since its inception in 1972, AIRS has been dramatically effective in significantly improving the reading skills of all students, and has created an ever-expanding core of independent readers.

Andover's program was one of only two programs offering a 1-6 curriculum encompassing all areas of elementary reading in a group of twelve exemplary programs cited by the U.S. Department of Health, Education and Welfare. It subsequently received federal funding as the AIRS Developer Demonstrator Project, a part of the National Diffusion Network established to assist schools with adoption of outstanding programs.

Today, AIRS is still used by all of Andover's elementary students, but its scope is no longer confined only to Andover. Thousands of students throughout the nation are now benefiting from the AIRS program.

AIRS COMPONENTS :

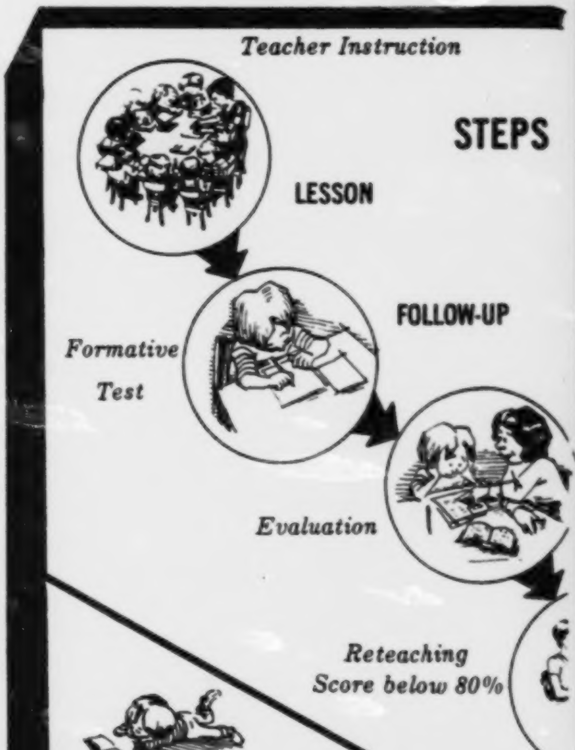
1. Comprehension
2. Word Meaning
3. Structural Skills/Spelling
4. Phonics/Handwriting
5. Word Recognition
6. Capitalization/Punctuation
7. Grammar/Word Usage
8. Individualized Reading/Literature

MANAGEMENT

Specific skills are taught individually to ensure mastery. There is a mastery skill booklet for each skill at each level and a student is expected to master each skill at an instructional level before proceeding to the next level of instruction.

The first step is the lesson. Each lesson is structured so that it may be group-taught or used independently by a student. The second step is the follow-up. The student does the follow-up independently. It is then corrected by the teacher who uses it for evaluation. A score of 80% or higher is considered mastery of the follow-up. Those students scoring below 80% will require some reteaching before proceeding.

The next step involves practicing what has been taught. The practice sheets provide reinforcement of

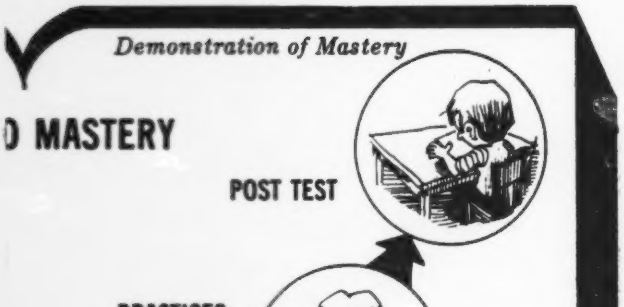


the skills taught in the lesson. Interaction and discussion between the teacher and the students is ongoing during this phase.

The final activity in each skill booklet is a criterion-referenced post test which evaluates mastery of the objectives of the skill booklet at that level. Once mastery is achieved, the next skill at the same level is begun.

A love for reading is stimulated by the solid content of the comprehension skills program as well as by the students' exposure to the best of children's literature through the individualized reading and literature components.

Progression through the program is outlined by comprehensive lesson plans and continuums for each grade level. Records are kept for groups and for individuals.


Demonstration of Mastery
D MASTERY
POST TEST
PRACTICES
inimum Score 80%
Independent Use of Skill
Interaction and Discussion
LITERATURE DISCUSSION GROUP

YES . . . I Would Like

additional information describing the following components of the AIRS program:

☐ Comprehension
☐ Word Meaning
☐ Structural Skills / Spelling
☐ Phonics / Handwriting
☐ Word Recognition
☐ Capitalization / Punctuation
☐ Grammar / Word Usage
☐ Individualized Reading / Literature

Name ______________ Position ______________

School Address ______________

City ______________ State ______ Zip Code ______

Telephone Number ( ) ______________

AIRS

AIRS Developer Demonstrator Project
Andover Public Schools
Bartlet Street
Andover, MA 01810

AIRS

TEACHER/ADMINISTRATOR TRAINING

It is desirable for teachers and administrators to visit a demonstration site (school) to observe the program in progress. In this way, they can get an overview of the entire program, as well as an in-depth introduction to its specific components. Initial training workshops followed by monitoring sessions are recommended.

EVALUATION — IMPACT

AIRS, based on a sound theoretical foundation, is both practical and effective. Its practicability is attested to by the varying needs it fulfills for a broad spectrum of adopters. Its effectiveness is verified by the successful achievement of the students who use the program.

Before its introduction in Andover, students in grades 1-6 performed at just above the 50th percentile in reading comprehension. Since 1975 students have performed decidedly above the 50th percentile. More recently the mean scores of students in grades 1-11 have been at the 91st percentile or above, and those in grades 2, 4, 6, 8, and 9 have been 95 or 95+ as measured by the Sequential Tests of Educational Progress (STEP) developed by the Educational Testing Service, Princeton, New Jersey.

AIRS FEATURES

- a mastery approach which provides strategies for teaching of specific skills.
- a diagnostic/prescriptive aspect which enables a teacher to pinpoint specific skill strengths and weaknesses and to teach accordingly.
- a continuous progress approach which permits no gaps in skills instruction.
- a flexible approach which can be used effectively in group taught classes or as an individually paced program.
- a total language arts curriculum which may be adopted in total or by component to meet a need such as Comprehension.

CONTACT

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Andover's Integrated Reading System

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AIRS Impact

Since the AIRS program was introduced in Andover in 1972, standardized achievement scores have increased dramatically in all reading and language arts areas. In 1972, Andover students scored only slightly above the national norm for standardized tests. Shown below are the 1981 mean percentile scores for Andover's elementary students in the areas of comprehension and writing. These are mean scores for over 2,500 students in Andover's five elementary schools.

ANDOVER ACHIEVEMENT SCORES — 1981

Area	Grade	1	2	3	4	5	6	7	8	9	10	11
Comprehension		94	95+	94	95+	92	95+	93	95+	95	91	92
Writing (including Spelling)		—	93	95+	95+	95+	95+	95+	93	95+	95	95+

Scores are measured by Sequential Tests of Education Progress (Educational Testing Service, Princeton, NJ)

The national average is at the 50th percentile. Andover students are now scoring far above the national norm—in fact, 95+ percentile is the highest mean score provided by Educational Testing Service.

Due to budget restraints, the yearly testing in all grades has been discontinued. However, testing in grades 3, 6 and 8 in recent years has continued with results the same or above the 1981 levels.

AIRS has a strong theoretical base, but the AIRS system is more than theoretical. It is practical and it is effective. The broad scale on which it is being adopted attests to its practicability. The success achieved by students verifies its effectiveness.

Introduction

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Evolution of AIRS

1971 — Development of the AIRS program begins.
1972 — Implementation of AIRS in Andover Public Schools.
1973 — Refinement/Revision of AIRS components begins.
1975 — AIRS is cited by the National Right-to-Read Effort as one of 12 exemplary reading programs in the nation.
1977 — AIRS project funded to disseminate nationally.
1982 — AIRS awarded grant by Apple Foundation to develop AIRSware.
1985 — AIRS recertified as exemplary.
1986 — New Program Implementation:
- Integrated Reading, Writing, and Spelling Program for grades 1 and 2.
- Word Meaning booklets for grades 5 and 6.
- AIRSware software to reinforce vocabulary skills in grades 4-6.

Who is using AIRS?

AIRS has been in use in schools outside of Andover since 1977, and has been adopted in a variety of ways. Numerous schools and districts have adopted all the AIRS components and use it just as it is used in Andover — as a full language arts program. Other schools have piloted and subsequently phased in the AIRS program over several years. Still other schools have adopted individual AIRS components such as Comprehension to supplement their existing language arts program.

This catalog has been organized to inform not only whole school staffs that are interested in AIRS, but also the growing number of individual teachers — classroom teachers, Chapter I teachers, and other resource teachers — who are looking to AIRS for skill-mastering materials to supplement or supplant their basic skills program.

Who is using AIRS? Teachers in diverse settings, from one-room schools to large schools in urban centers are using AIRS. All of these teachers share a common goal — to help their students master basic reading and writing skills.

An Overview of the AIRS Program

The chart below indicates at which levels of instruction each AIRS component is taught.

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AIRS Components

Level	[illegible]	Word Recognition	Comprehension Skills	[illegible] Skill Spelling	Word Meaning	Capitalization Punctuation	Grammar/ Word Usage	IR/ Literature
I	X							X
II	X							X
III	X	X			X			X
IV	X	X	X		X			X
V	X	X	X		X	X		X
VI	X	X	X	X	X	X		X
VII		X	X	X	X	X	X	X
VIII		X	X	X	X	X	X	X
IX			X	X	X	X	X	X
X			X	X	X	X	X	X

Lessons included in the Integrated Reading, Writing, and Spelling Manuals.

Phonics

PHONICS

AN OVERVIEW

The AIRS Phonics program comprises AIRS instructional levels I-VI and is used in conjunction with the Economy Publishing Company's Reading Program — preprimers, primer, first, and second reader. The AIRS materials were developed to make the primary phonics program a fully integrated reading, writing, and spelling program. To the Economy program AIRS adds:

- handwriting lessons
- spelling lessons
- auditory practices
- dictation exercises
- sight words
- word meaning practices
- handwriting/alphabet worksheets
- language skills
- auditory discrimination activities
- recommended phonics practice sheets
- cursive writing worksheets
- criterion-referenced tests

AIRS Comprehensive Lesson Plan Charts provide the teacher an easy-to-use guide for implementing each lesson. The planning chart indicates all of the Economy, AIRS, and other publishers' supplementary materials needed for teaching and reinforcing each lesson.

Phonics

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The Materials

PHONICS

There are six types of AIRS Phonics materials that are used with the Economy material: **AIRS Integrated Reading, Writing, and Spelling Manuals (Levels I-III, IV Part I, IV Part II, V, VI).** These five manuals, developed for use with the Economy basals, provide integrated handwriting, dictation, and spelling activities to accompany each lesson, as well as instructions for administering and scoring the AIRS end-of-level tests.

AIRS Phonics Resource Manual — The Resource Manual contains numerous word lists organized by common phonetic elements. These word lists may be used for auditory discrimination, dictation exercises, or for making game and activity sheets.

AIRS Phonetic Skills Lessons Manual — The Skills Lessons are designed for phonics review (they are assigned on the Level V Charts but they may be used in other grades to reteach phonetic elements). For each phonics lesson there is a listening, reading, and writing activity. Dictations include high frequency words (for which 100% mastery is required) and nonsense words.

AIRS Phonics Tests — These diagnostic tests are used at the end of each instructional level to measure each student's mastery of the skills taught at that level.

AIRS Comprehensive Lesson Plan Charts — This resource guide simplifies the planning of each lesson.

AIRS Handwriting Practice Sheets — These are consumable packages for student practice: Levels II-III Handwriting/Alphabet Worksheets and Level VI Cursive Handwriting Practice Sheets.

WORD RECOGNITION

An Overview

The AIRS Instant Word Lists were compiled to complement the AIRS phonics and comprehension instruction. The words contained in this list are high frequency words that should be recognized instantly.

There are 1400 AIRS Instant Words introduced in levels III-VIII. The words enable students to read other published materials at a given level without additional vocabulary study.

Each individual word list within a level is assigned by the AIRS Comprehensive Lesson Plan Chart (described in the Phonics section). Both classroom activities and home study of these words promote mastery.

For mastery of a Word Recognition level, a student is expected to read the words without hesitation with 90% accuracy.

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The Materials

There are three types of materials available for teaching and testing the AIRS Words for mastery—Student Practice Lists, Student Response Lists, and a Teacher Kit.

STUDENT PRACTICE LISTS

These are consumable packets that are used for classroom and independent study. The words are divided into a series of lists, each containing 20 words. Students often use these lists for homework.

STUDENT RESPONSE LISTS

The Response Lists are used by the teacher to record student responses as they are checked for mastery.

TEACHER KIT

The Teacher Kit contains one copy of the Student Practice Lists, the Student Response Lists, and laminated Test Lists of Instant Words for that level. The words in the Test List are in a different order from those on the Practice Lists (the Test List and Response List are, of course, in identical order).

WORD MEANING

An Overview

The Word Meaning component provides instructional materials that promote mastery of ten different vocabulary skills. This vocabulary component can be used in conjunction with any basal or as preparation for the next higher level in the AIRS Comprehension program.

The program is designed to expand the student's vocabulary by teaching words with which children at that level are unfamiliar. The words, taken from the most recently published vocabulary lists, are used in as many different contexts as possible. Learning of the vocabulary words is enhanced by writing the words being learned. The AIRS Word Meaning program also includes two levels of instruction (at Levels VII and VIII) in Dictionary Skills. As with other AIRS components, a student is expected to master each skill at a level before proceeding to the next level of instruction.

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The Skills

The beginning reader is introduced to the Word Meaning component through one skill at Level III and one skill at Level IV.

COLOR WORDS (Level III) — Recognizing and using eight primary color words.

MATCHING WORDS WITH PICTURES (Level IV)

Beginning in Level V and continuing through Level VIII, the following skills are taught at each level:

SYNONYMS — Recognizing and naming words with similar meanings.

COMPOUND WORDS — Constructing and dividing compound words as well as selecting appropriate compound words.

CATEGORIZING — Categorizing words under appropriate headings, identifying and naming categories.

PRONOUN REFERENTS — Recognizing to what or whom pronouns refer.

MULTIPLE MEANINGS — Choosing the correct meaning of a word from a list of meanings.

HOMONYMS — Choosing or supplying correct homonyms from lists of words that sound alike but have different meanings.

ANTONYMS — Recognizing and supplying words with opposite meaning.

APPROPRIATE MEANINGS/ANALOGIES — Choosing words that fit best in a given context and recognizing relationships between words. (Levels VI, VII, VIII)

Also, at Levels VII and VIII, AIRS Dictionary Skills are taught:

DICTIONARY SKILLS VII — Alphabetizing: by first letter; by second letter; by third letter and beyond.

DICTIONARY SKILLS VIII — Alphabetizing; finding parts of the dictionary; using guide words; timed practices; syllables & accents; using the pronunciation key; homographs; variant spellings; different kinds of main entries, phrases and hyphenated compounds.

The following skills are taught at Levels IX and X:

ANALOGIES —Determining the relationship between a pair of words and applying that relationship to another pair.

SEMANTICS — Recognizing the meaning of words in high interest categories

CONTENT VOCABULARY — Understanding the definition and usage of words frequently found in mathematics, science, and social studies programs.

GENERAL VOCABULARY — Determining definition and usage of high frequency words.

Steps To Mastery

[illegible] application [illegible]

[illegible]

[illegible] mastery [illegible]

[illegible]

[illegible] diagnostic tool for assessing each student's understanding [illegible] independently and require 80% accuracy for mastery.

[illegible]

[illegible] each booklet provide reinforcement and extension of [illegible] taught in the [illegible]. They provide a variety of opportunities for the students to work with the words in many contexts, thereby increasing their vocabulary.

POST-TEST

The final step in each skill booklet is a criterion referenced post test using [illegible] the booklet.

COMPREHENSION

An Overview

The AIRS Comprehension component provides instructional material that [illegible] Comprehension Skills. The skill [illegible] from the [illegible]

The AIRS Comprehension component can be used with other AIRS components or in conjunction with any basal and provides a continuous progress management system for mastering essential comprehension skills. A student is expected to master each skill at an instructional level before proceeding to the next level of instruction.

The Skills

The primary level reader is introduced to the Comprehension program at AIRS Levels IV, V, VI, and VII. At these levels the student masters six basic reading and thinking skills. There is a mastery skill booklet for each skill shown on the next page at each instructional level.

Comprehension

COMPREHENSION

RECALL OF DETAILS — Recognizing details which illustrate the main idea and recalling who, when, why, and where.

MAIN IDEA — Locating topic sentences and recognizing stated and implied main idea.

INFERENCE — Drawing conclusions, predicting outcomes, and recognizing causes & effects. (Levels V-VII)

CONTEXT CLUES — Using context to understand unfamiliar words.

FOLLOWING DIRECTIONS — Using pictorial & written directions, using simple maps.

SEQUENCE — Recognizing the logical sequence of ideas, illustrations, sentences, paragraphs, and stories. (Levels V-VII)

The reading and thinking skills for the intermediate level reader are expanded to include 18 skills at AIRS Levels VIII, IX, and X. Again, there is a mastery skill booklet for each skill described below at each instructional level.

RECALL OF DETAILS — Recalling specific statements and items in a given selection.

MAIN IDEA — Recognizing use of topic sentences and summary sentences.

IMPLIED MAIN IDEA — Finding the main idea by summarizing details, interpreting details, and drawing a conclusion from details.

TITLES & TOPICS — Recognizing a relevant title or topic in relation to the main idea.

WRITING TITLES — Writing titles and topics for selections which relate to the main idea.

RECOGNITION OF DETAILS — Recognizing the function of detail to explain, illustrate, or restate the main idea of a paragraph. (Outlining)

RECOGNITION OF IRRELEVANCIES — Recognizing details that are irrelevant to the main idea of a paragraph.

LOCATING THE ANSWER — Skimming to find answers; locating details to answer specific questions.

INFERENCE — Drawing conclusions and predicting outcomes.

CONTEXT CLUES — Recognizing definitions, synonyms, and antonyms, and the use of context in [illegible]

FOLLOWING DIRECTIONS — Recognizing details in directions, making [illegible], and using codes.

SEQUENCE — Recognizing sequence in illustrations, sentences, paragraphs, and stories.

MAPS, ETC. — Reading and interpreting maps, graphs, charts, and diagrams.

CAUSE AND EFFECT — Understanding the relationship between causes and effects.

CHARACTER ANALYSIS — Making appropriate inferences about the purpose, motivation, and emotions of the characters.

FACT AND OPINION — Distinguishing between fact and opinion, depending on the specific context.

FIGURATIVE LANGUAGE — Recognizing sensory imagery, [illegible], and other figures of speech.

MOOD — Determining and [illegible] the mood of a story.

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NEW Spelling Grade 5	5.40			ORDER TOTAL: ______
NEW Spelling Grade 6	5.75			

[illegible]

Steps [illegible]

[illegible] introduced [illegible]

[illegible]

[illegible] independently by a student. Each lesson [illegible] and reinforcing that concept with [illegible] more lessons.

[illegible]

[illegible] diagnostic tool for [illegible] each student's understanding of the lesson [illegible]. [illegible] completes the following independently and a score of 80% or higher is considered mastery [illegible]. Those students scoring below 80% will require reteaching of the lesson [illegible] proceed through the practice sheets.

PRACTICES

The practice sheets provide reinforcement of the skills taught in the lesson. They provide more time on task to meet the objectives of the lesson, and provide a variety of activities and opportunities to put reading and thinking skills to work.

Many ARS skill booklets assign specific Barnell Loft, Globe-Fearon, or other skill reinforcing materials for additional practice.

POST TEST

The final activity in each skill booklet is a criterion-referenced post-test which evaluates mastery of the objectives of the skill booklet at that level. Once mastery is achieved, the next skill at that same level is begun.

Comprehension

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Capitalization/Punctuation

An Overview

This newly revised AIRS component is designed to give practice in using the basic rules of capitalization and punctuation. The AIRS "Cap & Punc" approach is a cumulative one in that rules introduced in a level are reviewed and practiced throughout that level and are reinforced at subsequent levels.

The Capitalization/Punctuation component is a consumable workbook.

Steps To Mastery

The Capitalization/Punctuation workbook at each level is comprised of a series of Units. Each Unit introduces one or more generalizations. Every Unit contains these steps to mastery:

RULES

The Rules segment presents one or more rules, or generalizations, and includes examples for each rule.

RULE PRACTICE

The Rule Practice segment provides specific practice for each rule just introduced.

RULE APPLICATION

This practice requires the student to edit sentences employing all rules introduced to that point. The teacher reads the sentences aloud as the students edit them for punctuation and capitalization. (This read-aloud method insures that student acquisition of capitalization and punctuation skills is unimpeded by reading difficulties, which are addressed separately.) Each section has 10 sentences for dictation.

ENRICHMENT ACTIVITY

Suggestions for creative writing, enrichment, and game activities are provided in this segment.

SKILL PRACTICE

The Skill Practice sentences, like the Rule Application sentences, are designed to provide additional reinforcement. They can be done either in [illegible] Each [illegible] has 10 sentences.

SUPPLEMENTARY EXERCISES

[illegible] exercises are provided for [illegible] These exercises appear [illegible]

[illegible] REVIEW

[illegible] of each Unit [illegible] that point [illegible] mastery [illegible]

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WRITING ACTIVITIES

Writing activities are provided in certain instances to further the application of the rules learned.

POST TEST

The post test is used after the completion of all units and assesses student mastery of all rules introduced in a level.

The Skills

The skills that are taught and practiced in the AIRS Capitalization/Punctuation component are shown in this level-by-level scope and sequence chart.

AIRS Capitalization/Punctuation Skills

Scope and Sequence

AIRS Level VII		AIRS Level VIII		AIRS Level IX		AIRS Level X	
Capitalization	Punctuation	Capitalization	Punctuation	Capitalization	Punctuation	Capitalization	Punctuation
First word of sentence	End of sentence and quote	First word of sentence	End of sentence and quote	First word of sentence	End of sentence and quote	First word of sentence	End of sentence and quote (?")
				First word in a line of poetry		First word in a line of poetry	
Names, I, initials, titles	Period: initials, abbreviations	Names, I, initials, titles	Period: initials, abbreviations	Names, I, initials, titles	Period: initials, abbreviations	Names, I, initials, titles	Period: initials, abbreviations
		Family relationships as names*		Family relationships as names		Family relationships as names	
Months, days	Comma: dates, addresses, direct address, items in series, friendly letter, quotes	Months, days	Comma: dates; addresses; *after yes, no, etc., beginning of sentences, direct address, items in series, *too meaning also; friendly letters; quotes	Months, days	Comma: dates; quotes; addresses; after yes, no, etc., beginning of sentences; direct address; items in a series; too meaning also; *appositive; *common expressions; *compound sentences, letters	Months, days	Comma: quotes; dates; addresses; after yes, no, etc. at beginning of sentence, direct address; items in a series; too meaning also;common expressions; appositives, compound sentences, letters
Countries		Geographical names		Geographical names		Geographical names	
		*Nationalities as school subjects		Nationalities languages		Nationalities, races, languages, *religions	
		*Organizations		Organizations		Organizations	
				*School courses		School courses	
First word in quote	Quotations: exact words, placement(..?)	First word in quote	Quotations: exact words, placement(..?)	First word in quote	Quotations: exact words, placement (..?)	First word in quote	Quotations: exact words, placement (..?) *special words; *titles, songs, etc.
Friendly letter format		Letters		Letters	*Colon: business letters	Letters	Colon: business letter,
Addresses		Addresses		Addresses		Addresses	*Apostrophe contractions, plurals (#'s, etc.) joint, individual ownership

*Rule introduced in this level.

GRAMMAR/
WORD USAGE

An Overview

AIRS Grammar/Word Usage introduces a set of rules to the student that govern the correct use of our language. The AIRS program is designed to enhance the student's communication skills—both written and oral.

The AIRS Grammar/Word Usage program is taught at levels VII-X. Levels VII through IX-X introduce new skills as well as provide review and reinforcement of previously introduced material. Level X, for the most part, reviews skills previously taught.

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Steps To Mastery

AIRS Grammar has one non-consumable skillbook for each level of instruction. There are three parts to each lesson — the lesson, group practice, and individual practice activities.

LESSONS

Each lesson concisely states the learner's objective and provides examples for meeting that objective. Practice exercises follow each objective.

GROUP PRACTICE

The Group Practice provides what the Follow-up does for AIRS Comprehension and Structural Skills components — a check on the student's understanding of the lesson. These may be done either individually or as a group, but they should be corrected as a group to identify any students requiring further instruction.

INDIVIDUAL PRACTICES

These reinforcement and enrichment activities are done individually by students.

The Skills

AIRS Grammar/Word Usage provides instruction in recognizing and writing sentences, recognizing and using parts of speech, and the correct use of homonyms. Verb, pronoun, adjective, adverb, and preposition usage are stressed in Levels IX and IX-X.

Shown below are the skills taught at each level of instruction.

GRAMMAR SKILLS - Scope and Sequence

Level VII	Level VIII	Level IX		LEVEL X	
Recognizing Sentences who or what (tell something about who or what)	Sentence as a complete thought	**Sentences:** 4 types		Review	
		Subject & Predicate		Review, simple & compound subject and predicate	
Nouns Person, place or thing	Common and proper	Common and proper review		Common and proper review	
Verbs Action word	Review (action)	Review of action linking verbs	**Verb Usage** -Agreement of subject and verb -Irregular verbs -Double negatives	Action, linking, and verb phrases tense principal parts of regular and irregular verbs	**Verb Usage** -Agreement of subject and verb -Helping verbs -Irregular verbs
	Pronouns pronoun referents possessive pronouns	Pronoun referents review Possessive pronouns review	**Pronoun Usage** (subject and object possessives)	Review of personal pronouns	
	Levels IX-X				
		Adjectives Nouns as adjectives	**Adjective Usage** Differentiation between	Adjective Review comparative adjectives	Adjective Adverb Review of Regular and Irregular
		Adverbs	**Adverb Usage**		
		Prepositions and prepositional phrases	**Preposition Usage**	Prepositions and prepositional phrases review	
		Conjunctions Interjections		**Conjunctions and Interjections**	BOLD WORDS INDICATE WHEN SKILL IS INTRODUCED
Homonyms					

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INDIVIDUALIZED READING/LITERATURE

An Overview

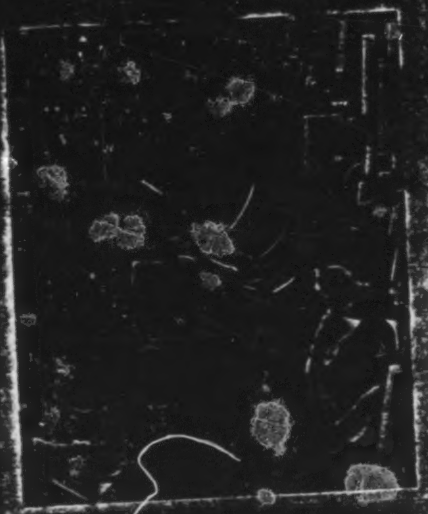
The complete AIRS Program has two major goals:

- to teach basic reading and writing skills for [illegible] mastery
- to foster an enjoyment of literature

The AIRS Individualized Reading (I.R.) Program promotes the reading of self-selected trade books and provides an opportunity for students to apply skills previously learned. The culminating activity for the student is a conference with the teacher about the book and accompanying follow up activities.

The AIRS Literature Program has three major goals:

- to expose children to many types of literature appropriate to each grade level. (See Literature Program Outline K-6.)
- to provide opportunities for group reading and discussion of literature.
- to integrate the study of literature with other areas of the curriculum and to establish guidelines for the introduction and continuing enjoyment of selected types of writing.



Literature Program Outline — Grade K-6

K-1	Grade 2 — Grade 3	Grade 4	Grade 5 — Grade 6
Simple Fairy Tales Poetry	Simple Fairy Tales American Folklore Fables Indian Myths Poetry	Folklore of Other Countries Fables Biography and Autobiography Non Fiction Fiction Fantasy Poetry	Greek Roman & Norse Myths Fiction: Scientific, Realistic, Historical Fantasy Short Story Drama Poetry

Individualized Reading/Literature

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INDIVIDUALIZED READING/LITERATURE

To assist the teacher in managing the Individualized Reading/Literature Program, AIRS has developed these materials:

Individualized Reading Guide - This booklet provides a rationale for an IR program, describes a basic framework for an effective management system, answers commonly asked questions about the IR program, and suggests a variety of follow-up activities and individualized reading projects.

Individualized Reading Cards - These activity cards, which can be used with any trade book, are designed to reinforce AIRS Comprehension skills. Subjective questions which involve relationships, personal interpretation, and feelings are posed. The Comprehension skill being reinforced is indicated in the upper right hand corner of each card. The cards have been developed for four different levels of instruction:

- Lower Primary (20 cards)
- Upper Primary (20 cards)
- Intermediate (20 cards)
- Après (Enrichment) AIRS (10 cards)

Specific Title Cards—in addition to the general activity cards, AIRS has developed activity cards for specific titles. These cards give students the opportunity to express their opinions as well as answer subjective questions. The cards have been developed for two levels:

Specific Title Primary Cards (20 + cards)
Specific Title Intermediate Cards (50 + cards)

STRUCTURAL SKILLS/SPELLING

An Overview

The AIRS Spelling Program is comprised of two components taught concurrently — Structural Skills and Weekly Spelling Lists. AIRS Structural Skills, the spelling generalizations on which our language is based, are taught through a series of mastery skill booklets. The Weekly Spelling Lists are organized into lists designed to review and reinforce the generalizations taught in the structural skills booklets.

Structural Skills skill booklets are available for 2nd-6th grade reading levels. As in the AIRS Comprehension component, a student is expected to master each of the skills at an instructional level before proceeding to the next level of instruction.

The Skills

Eight Structural Skills are taught for mastery in the AIRS Structural Skills Program — Levels VI-X. There is a mastery skill booklet for each skill. Each skill teaches and reinforces the following generalizations:

PLURALS — Plural forms that require: s (hats); es (bushes); changing y to i before adding es (bunnies); s to words ending in ey, oy (monkeys, toys); f or fe to [illegible] or ve, and adding es or s (leaves, knives); s or es with words ending in o (tomatoes, radios); changing vowel sound (man, men); no change (sheep)

DERIVED WORDS — Rules for adding suffixes to root words with two consonants, two vowels, one syllable [illegible] vowel/one consonant [illegible] and [illegible] Rules for suffixes that begin with a consonant [illegible] begin with a vowel.

POSSESSIVES — Apostrophe to [illegible] and plural words ending in s and not ending in s [illegible]

CONTRACTIONS — Apostrophe used to take the place of missing letters.

ROOT WORDS — [illegible] to which prefixes and suffixes can be added.

HEARING SYLLABLES — A word has as many syllables as [illegible]

SYLLABICATION — [illegible] words with open [illegible] closed syllables, [illegible] followed by [illegible] digraphs, consonant plus le, accented [illegible] syllables.

PREFIXES/SUFFIXES — Words with an affix [illegible] words with an affix at the end [illegible] two suffixes

Steps To Mastery

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Steps To Mastery

Each Structural Skill booklet is designed to teach a specific skill for mastery. It is a self-contained packet employing these steps to mastery:

LESSONS

Each lesson concentrates on a spelling generalization by introducing the rule and providing examples and self-checking exercises.

FOLLOW-UPS

The Follow-up is a criterion-referenced, diagnostic/feedback tool that permits the teacher to check each student's understanding of the lesson. Each student completes the follow-up independently. A score of 80% or higher is considered mastery. Students scoring below 80% may use several practice sheets under the teacher's direction as a reteaching activity.

PRACTICES

The five practice sheets for each lesson provide reinforcement and extension of the skills introduced in the lesson and are typically done independently by each student.

DICTATIONS

The Teacher's manual contains dictations to further reinforce the spelling generalizations. There are both word dictations and sentence dictations. The dictation component of each lesson promotes practical application of the spelling generalizations.

POST TESTS

Each skill booklet contains a criterion-referenced post test for evaluating student mastery. In addition, the Teacher's Manual contains a dictated post test.

Management Materials and Guides

MANAGEMENT MATERIALS

AIRS TEACHER HANDBOOK — The Handbook is a desk reference for every AIRS teacher. It reviews each AIRS component — its organization, philosophy, and procedures. This essential management guide is also available by its component sections.

AIRS Teacher Handbook

Individual Component Sections:

Phonetic Analysis
Comprehension
Word Meaning
Capitalization/Punctuation
Word Recognition
Structural Skills/Spelling
Grammar/Word Usage
Individualized Reading/Literature

THE READINESS YEARS — This is a curriculum for children developmentally 4-6 years old.

AIRS LISTENING/SPEAKING GUIDES — These guides provide teachers with specific classroom activities and recommended instructional materials for developing and assessing minimal competencies in both speaking and listening. There are at least two recommended activities for each of the listening and speaking objectives at a grade level. A combined K-6 Guide is available as well as grade level guides.

Listening/Speaking Guide: K-6
Listening/Speaking Guide: K-1
Listening/Speaking Guide: Grades 2-3
Listening/Speaking Guide: Grades 4-6
Listening/Speaking Guide: Grades 7-12

Structural Skills/Spelling

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MANAGEMENT MATERIALS

RECORD KEEPING CONSUMABLES

- Word Recognition, Levels III-VIII
- Phonics Tests, Levels I-V
- Hand. / Alpha. Wk Sheets, Levels II-III
- Cursive Handwriting, Level VI
- Class Record Sheets — Comprehension Levels IV-X

- Phonetic Inventory of Errors

- Student Profiles:
  - Phonics
  - Comprehension
  - Word Meaning
  - Structural Skills
  - Literature

- Prescription Sheets

MASTERY MANAGEMENT COMPUTER ITEMS

- MMS Disk (Comprehension)
- Reference Card
- Post Test Booklet
- Answer Keys

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AIRS' Logo: Jim Batchelder

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PRICE LIST

Description	Price	Quantity	Total	Description	Price	Quantity	Total
TEACHER MATERIAL				Comprehension X, Pt I*	17.30		
IR,W,S Manual I-III	13.50			X, Pt II*	18.00		
IR,W,S Manual Level IV, Part I	4.25			Answer Key X, PS	2.45		
IR,W,S Manual Level IV, Part II	4.25			Answer Key X, FU/PT	2.45		
IR,W,S Manual V	8.35			Structural Skills VI	8.35		
IR,W,S Manual VI	13.50			Structural Skills VII	21.00		
Charts: Level I	2.15			Answer Key VII, PS	2.45		
Level II	2.15			Answer Key VII, FU/PT	2.45		
Level III	2.15			Structural Skills VIII, TE	21.00		
Level IV, Part I	2.15			Answer Key VIII, PS	2.45		
Level IV, Part II	2.15			Answer Key VIII, FU/PT	2.45		
Level V	2.15			Structural Skills IX-X TE	21.00		
Level VI	2.15			Answer Key IX-X, PS	2.45		
Phonics Resource Manual	10.80			Answer Key IX-X, FU/PT	2.45		
Phonics Skill Lessons	9.70			Spell Program Grade 2	2.75		
Word Recognition Kit III	4.30			Spell Program Grade 3	2.75		
IV	4.30			Spell Program Grade 4	2.75		
V	4.30			Spell Program Grade 5	2.75		
VI	4.30			Spell Program Grade 6	2.75		
VII/VIII	4.30			Capitalization/Punc VII TE	3.50		
Comprehension IV	8.35			VIII TE	3.50		
Comprehension V	18.75			IX TE	3.50		
Answer Key V	2.45			X TE	4.80		
Comprehension VI*	19.15			Grammar VII	4.30		
Answer Key VI	2.45			VIII	5.40		
Comprehension VII*	22.70			IX	7.00		
Answer Key VII, PS	2.45			IX-X	7.00		
Answer Key VII, FU/PT	2.45			X	7.00		
Comprehension VIII, Pt I*	28.45			Word Meaning III	2.45		
VIII, Pt II*	24.00			Word Meaning IV	2.45		
VIII, Pt III*	12.15			Word Meaning V*	18.75		
Answer Key VIII, PS	2.45			Answer Key V	2.45		
Answer Key VIII, FU/PT	2.45			Word Meaning VI*	17.80		
Comprehension IX, Pt I*	24.30			Answer Key VI	2.45		
IX, Pt II*	22.70			Word Meaning VII*	20.25		
IX-X, Pt III*	18.75			Answer Key VII	2.45		
Answer Key IX, PS	2.45			Word Meaning VIII*	20.25		
Answer Key IX, FU/PT	2.45			Answer Key VIII	2.45		

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Description	Price	Quantity	Total	Description	Price	Quantity	Total

Description	Price	Quantity	Total
Multiple Meanings	2.45		
Antonyms	2.45		
Appr. Mngs./Anal.	3.05		
Word Meaning VII	18.50		
Skill: Synonyms	2.45		
Compound Words	2.45		
Categorizing	2.45		
Pronoun Referents	2.45		
Multiple Meanings	2.45		
Homonyms	3.05		
Antonyms	3.10		
Appr. Mngs./Anal.	2.45		
Word Meaning VIII	17.80		
Skill: Synonyms	2.45		
Compound Words	2.45		
Categorizing	2.45		
Pronoun Referents	2.45		
Multiple Meanings	2.45		
Homonyms	2.45		
Antonyms	2.45		
Appr. Mngs./Anal.	2.45		
Word Meaning IX	11.00		
Skill: Analogies	3.00		
General Vocabulary	3.00		
Content Vocabulary	3.00		
Semantics	3.00		
Word Meaning X	11.25		
Skill: Analogies	3.10		
General Vocabulary	3.10		
Content Vocabulary	3.10		
Semantics	3.10		
Dictionary Skills VII	2.70		
Dictionary Skills VIII	3.75		
Word Meaning Subtotal:			
CONSUMABLES			
NEW Spelling Grade 2	4.65		
NEW Spelling Grade 3	4.65		
NEW Spelling Grade 4	5.00		
NEW Spelling Grade 5	5.40		
NEW Spelling Grade 6	5.75		

Description	Price	Quantity	Total
Word Recognition III	6.50 ea.		
35 per set IV	6.50 ea.		
for each V	6.50 ea.		
level VI	6.50 ea.		
VII	6.50 ea.		
VIII	3.25 ea.		
Phonics Tests I	8.10/35		
II	10.80/35		
III	19.45/35		
IV, Part I	23.20/35		
IV, Part II	23.20/35		
V	18.35/35		
Hand./Alpha. Wk. Shts II-III	2.25		
Cursive Handwriting VI	1.00		
Class Rec. Sht.: Levels IV-V	.05		
VI-VII	.05		
VIII-IX	.05		
X	.05		
Phonetic Inventory	1.90/35		
Phonics Profile Cards	2.95/35		
Comprehension Profiles	2.95/35		
Prescription Sheets	5.95/100		
Structural Skills Profiles	2.45/35		
Word Meaning Profiles	2.45/35		
Literature Profile	2.95/35		
Consumables Subtotal:			

TEACHER MATERIALS ____________

COMPREHENSION ____________

STRUCTURAL SKILLS ____________

CAP/PUNC ____________

GRAMMAR ____________

WORD MEANING ____________

CONSUMABLES ____________

TOTAL: ____________

7% SHIP/HAND: ____________

ORDER TOTAL: ____________

Description	Price	Quantity	Total
Word Meaning IX*	9.80		
Answer Key IX	2.45		
Word Meaning X*	9.80		
Answer Key X	2.45		
Dictionary Skills VII TE	2.95		
VIII TE	3.50		
IR Guide	2.95		
IR Activity Cards			
General Lower Primary	4.85		
General Upper Primary	4.85		
General Intermediate	4.85		
General Après AIRS	3.50		
IR Prim. 20 + Spec. Titles	6.45		
IR Inter. 40 + Spec. Titles	12.95		
Teacher Handbook	9.45		
Listening/Speaking K-6	7.30		
Listening/Speaking 2 + 3	2.95		
Listening/Speaking 4-6	2.95		
The Readiness Years	9.70		
Teacher Materials Subtotal:			
STUDENT MATERIAL			
Comprehension IV	8.35		
Skill: Recall of Details	2.45		
Main Idea	2.45		
Context Clues	2.45		
Follow Dir. Cons.	1.90		
Comprehension V	16.25		
Skill: Recall of Details	2.70		
Main Idea	2.70		
Inference	3.65		
Context Clues	2.70		
Follow Dir. Booklet	2.70		
Fol. Dir. Cons. PS	.80		
Fol. Dir. Cons. PT	.80		
Sequence Cons.	2.70		
Comprehension VI	16.75		
Skill: Recall of Details	2.95		
Main Idea	2.95		
Inference	2.95		
Context Clues	2.95		
Fol. Dir. Booklet	2.95		
Fol. Dir. Cons. PS	35/ +9.50		
Sequence Cons.	2.95		
Comprehension VII	20.00		

Description	Price	Quantity	Total
Comprehension IX X Pt III	16.75		
Skill Cause & Effect	3.50		
Character Analysis	3.50		
Fact & Opinion	3.50		
Figurative Lang	3.50		
Mood	3.50		
Comprehension X, Pt I	12.95		
Skill Recall of Details	3.50		
Main Idea & Rel Skills	9.45		
Comprehension X, Pt II	21.85		
Skill Locating the Answer	3.80		
Inference	3.80		
Context Clues	3.80		
Following Directions	3.80		
Sequence	3.80		
Pretest IV Consumable	1.90		
Pretest V Booklet	2.15		
Pretest V Consumable	.80		
Pretest VI Booklet	1.60		
Pretest VI Consumable	1.10		
Pretest VII Booklet	2.15		
Pretest VII Consumable	1.35		
Pretest VIII	8.35		
Pretest IX	8.90		
Pretest X	4.85		
Pretest Ans. Key IV-X	2.95		
Comprehension Subtotal:			
Structural Skills VI	9.50		
Skill: Plurals	2.15		
Derived Words	2.15		
Possess./Contract.	2.15		
Root Words/Syl.	2.15		
Prefix. & Suffix.	2.15		
Structural Skills VII	16.20		
Skill: Plurals	2.70		
Derived Words	2.70		
Possessives	2.70		
Contractions	2.70		
Root Words	2.70		
Syllab./Accent.	2.70		
Prefix. & Suffix.	2.70		
Structural Skills VIII	16.20		
Skill: Plurals	2.70		
Derived Words	2.70		
Possessives	2.70		

Skill: Recall of Details	3.25		
Main Idea	3.25		
Inference	3.25		
Context Clues	3.25		
Following Directions	6.00		
Sequence	3.25		
Comprehension VIII, Pt I	21.60		
Skill: Recall of Details	3.25		
Main Idea	3.25		
Implied Main Idea	3.25		
Titles & Topics	3.25		
Writing Titles	3.25		
Recog. Details	3.25		
Recog. of Irrelevancies	3.25		
Comprehension VIII, Pt II	24.50		
Skill: Locating the Answer	4.30		
Inference	4.30		
Context Clues	4.30		
Following Directions	4.30		
Sequence	4.30		
Maps	5.10		
Comprehension VIII, Pt III	12.15		
Skill: Cause & Effect	2.70		
Char. Analysis	2.70		
Fact & Opinion	2.70		
Figurative Lang.	2.70		
Mood	2.70		
Comprehension IX, Pt I	19.45		
Skill: Recall of Detail	2.95		
Main Idea	2.95		
Implied Main Idea	2.95		
Title & Topics	2.95		
Writing Titles	2.95		
Recog. of Details	2.85		
Recog. of Irrelevancies	2.95		
Comprehension IX, Pt II	26.00		
Skill: Locating the Answer	3.80		
Inference	3.80		
Context Clues	3.80		
Following Directions	3.80		
Sequence	3.80		
Maps (Level IX-X)	9.50		

Contractions	2.70		
Root Words	2.70		
Syllab./Accent.	2.70		
Prefix. & Suffix.	2.70		
Structural Skills IX—X	16.20		
Skill: Plurals	2.70		
Derived Words	2.70		
Plurals/Poss./Cont.	2.70		
Contractions	2.70		
Root Words	2.70		
Syllab./Accent.	2.70		
Prefix. & Suffix.	2.70		
Structural Skills Subtotal:			
Capitalization/Punc VII Cons.	3.25		
Capitalization/Punc VIII Cons.	3.25		
Capitalization/Punc IX Cons.	3.25		
Capitalization/Punc X Cons.	4.30		
Capitalization/Punctuation Subtotal:			
Grammar VII	4.10		
VIII	5.15		
IX	6.50		
IX-X	6.50		
X	6.50		
Grammar Subtotal:			
Word Meaning III Consum.	35/25.00		
Word Meaning IV Consum.	35/30.00		
Word Meaning V	14.50		
Skill: Synonyms	2.15		
Compound Words	2.15		
Categorizing	2.15		
Pronoun Referents	2.15		
Multiple Meanings	2.15		
Homonyms	2.65		
Antonyms	2.15		
Word Meaning VI	15.75		
Skill: Synonyms	2.45		
Compound Words	2.45		
Categorizing	2.45		
Pronoun Referents	2.45		